

THE DIAL



Commencement Number

JUNE, 1924

Published by the Students
of the
BRATTLEBORO HIGH SCHOOL



THE graduating classes whose records and portraits are presented in each succeeding Year Book would regard their publications as vain endeavors were it not permitted them to dedicate their work to some other than themselves. It has therefore become a standing practice for the Year Book Committee to select some member of the faculty toward whom the class is believed to feel an especial affection and a sense of obligation for encouragement and assistance during its four years' course. The fourteen members of the Year Book Committee for 1924 made such a choice by a unanimous vote, certain that it represented the voice of all of the sixty-four members of the class of 1924. The choice fell to our assistant principal,

Mary Dana Wensham

to whom this Book is affectionately
dedicated.

Commencement, 1924

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These officers are also the Executive Committee of the Class

Class Motto: "He Conquers who Conquers Himself."

Class Flower: Blue Larkspur.

Class Colors: Blue and Gray.



PROGRAM COMMENCEMENT 1924

Friday Evening, June Thirteenth
JUNIOR PROMENADE, LAWTON HALL

Saturday, June Fourteenth
CLASS DAY EXERCISES, HIGH SCHOOL LAWN,
3:30 O'CLOCK

Sunday Evening, June Fifteenth
BACCALAUREATE SERMON, FIRST BAPTIST CHURCH
8 O'CLOCK

THE REVEREND EDWIN P. WOOD

Monday Evening, June Sixteenth
CLASS FROLIC, HIGH SCHOOL BUILDING, 8 O'CLOCK

Tuesday Evening, June Seventeenth
GRADUATION EXERCISES, AUDITORIUM, 8 O'CLOCK
ADDRESS BY MR. ALBERT B. MEREDITH, HARTFORD, CONN.

Wednesday Evening, June Eighteenth
ALUMNI PARADE, 7:30 O'CLOCK
followed by
REUNION OF THE ALUMNI, HIGH SCHOOL BUILDING

Thursday, June Nineteenth
CLASS PICNIC, SPOFFORD LAKE

*On leave of absence

PROGRAM CLASS DAY EXERCISES

Saturday Afternoon, June Fourteenth

Marshals

WARREN ELBERT BENNETT ALLAN LEWIS HEBB

Music—"Commemoration March" Gruenwald
JUNIOR ORCHESTRA

President's Address
JOHN MAURICE AUSTIN

Class Oration
JOHN ALONZO RUSSELL

Class Essay
MARGARET EDITH FRENCH

Piano Solo—"Les Deux Alouettes" Leschetivsky
RUTH SUSAN KNOWLTON

Class Poem
GLENN MARGUERITE PRINCE

Ivy Oration
ARCHIE HURLBERT ADAMS

Song—"Alma Mater" Bliss
ELIZABETH RAE NICHOLS RUTH SUSAN KNOWLTON
HELEN HERTHA DALEY WINIFRED KNEELAND CAIN
OLGA VIVIAN CLARK MARGARET FRANCES COWLES
ALLA ELIZABETH FITZGERALD
HARRIETTE ELIZABETH LEONARD

Ivy Ode
MADELINE MARY WEAVER

Planting 1924 Ivy by the Class
Singing of the Ivy Ode by the Class
Music—"A Passing Fancy" Rollinson
JUNIOR ORCHESTRA



PROGRAM GRADUATION EXERCISES

Tuesday Evening, June Seventeenth

Music—"The Vikings and the North Wind" Tours
HIGH SCHOOL SELECTED CHORUS
AND JUNIOR ORCHESTRA
UNDER DIRECTION OF MR. KENNETH H. C. WELLS

Music—"Commencement Grand March" Hudson
JUNIOR ORCHESTRA

Invocation
THE REVEREND CHARLES C. CHAYER

Address
MR. ALBERT B. MEREDITH, COMMISSIONER OF EDUCATION,
STATE OF CONNECTICUT

Announcement of Honors and Award of Austine Prizes
PRINCIPAL DONALD B. STEVENS

Presentation of Diplomas
JUDGE A. F. SCHWENK OF THE PRUDENTIAL BOARD

Class Song
Words by GLENN MARGUERITE PRINCE

Benediction
Music—"The Dainty Shepherdess" Beaumaire

The Dial

PUBLISHED FIVE TIMES A YEAR BY THE STUDENTS OF THE HIGH SCHOOL AT BRATTLEBORO, VT.

Volume XIX

JUNE, 1924

Number 5

Class Day—June 14, 1924

PRESIDENT'S ADDRESS

Schoolmates, Members of the Faculty, Alumni, Parents, and Friends:

It was just sixty-two years ago this month that Brattleboro High School brought forth its first graduating class. If we could look back that number of years, we would doubtless see a class, similar to ours in spirit, which looked forward as we do to the adventurous life to be led in the world in which we are to take our places. That class would have the same welcome to extend to you, my friends, as we have now. That class would have the same thanks to offer for your advice and guidance which you have not stinted in offering to us. Those graduates would at this very moment be reviewing their four years well spent in high school, and giving thanks for being so fortunate in having received a creditable education.

But how would that education which they considered creditable serve us today?

In the early history of the high school, the problem of fitting its graduates for their life work was small. It offered, in a condensed form, a course that was applicable to all.

As America progressed in its professions and business, the educational world saw the necessity of a similar advancement. Therefore, as the classes succeeded one another, it was evident that a broader training was necessary to keep the students in contact with the social and working world that surrounded them. It is along these modern lines that the high school students of today are trained. The necessity of these wider and more inclusive branches of study is that we have a new world before us. At least it is new in its professions and business, and it is to us that these careers call. It is upon us that the future success of America, the esteemed country which our forefathers fought and died for, depends.

In striving to uphold these standards set before us, let us ever be mindful that "He conquers who conquers himself" and aim to be always loyal to our Alma Mater, and a credit to all with whom we come in contact.

It is with great pleasure then, members of the faculty, parents and friends, that I,

in behalf of the class of 1924, extend to you a most cordial welcome to the class day exercises of the Brattleboro High School.

—J. MAURICE AUSTIN.

CLASS ORATION LIGHT AND COLOR ON THE STAGE

To-day New York, in fact the whole country, is discussing "The Miracle," Max Reinhardt's great spectacle presented at the Century Theatre. In this production, much of the *miracle* is in the creation of the awe-inspiring, religious atmosphere by the setting and color effects obtained. The auditorium has been made into the interior of a great medieval cathedral with massive columns, pointed arches, cloisters with delicate arcades, and great clerestory rose windows revealed by the glimmer of their red, blue, and purple light through an all-enveloping gloom. The stage has been converted into a raised chancel which extends mysteriously backward, terminating in a semicircular apse.

If this magnificent Gothic interior were subjected to a flood of strong white light, much of its medieval flavor would be lost. Norman-Bel Geddes, the designer of the scenery, has made light and color his principal agents in creating the desired atmosphere. The light from the great circular chandeliers hanging from the vaulted ceiling shines downward only, so that above them is utter darkness; all other lights used are concealed from view. The great pointed windows are nothing more than painter's canvas dyed with aniline of different colors; but when properly lighted they produce a total impression of "musical" beauty. The slender arcades of the cloisters are silhouetted by hidden lights which are made to flicker as candles blown in the wind. Although the columns are frail and the glass of the rose windows but dyed canvas, Mr. Geddes has created an impression of firmness, of vastness, and of beauty by reason of his command of that "mysterious and impalpable medium, light."

The end of the first scene mystifies the audience; dimmed lights create a weird

atmosphere while part of the scenery is being removed behind a smoke screen. Then the electrician turns on hidden green lights which make the columns of the chancel appear like trees because of the chemically prepared paints used on them.

All these effects produced by combinations of light and color, so miraculous to the layman, are based upon the fundamental principles of color. The decomposition of white light, by passing it through a triangular prism, shows that it is a combination of all the colors, from red to violet inclusive, in certain definite proportions. As soon as there is an excess of one color, the white light will change to that color. The color of an opaque object depends upon the colors which it cannot absorb; therefore a red object in red light is intensely red, while in blue light it is almost black, since the red object copiously reflects red light but absorbs blue light.

A simple illustration of this principle of color, as applied to changing scenery, is a drop curtain which is used both for a forest scene and for a Chinese interior. In daylight the curtain looks like a camera film that has been exposed twice, for there appear green trees mingled with lacquer red drawings and mural paintings; but, when in a flood of red lights, the green trees disappear leaving the elaborate Chinese interior, while green lights, mixed with a few blue ones, eliminate the lacquer paintings and reveal the beautiful forest scene.

This method of changing scenery by lights is especially desirable for Shakespearean productions because of the frequency of the intermissions and the importance of maintaining the emotional atmosphere. Southern and Marlowe constantly use lights in changing scenes, transforming garden scenes into elaborate interiors. For this, both the scenery and the furniture are treated with combinations of paints so that lights of one color will bring out one scene with its corresponding furniture, and lights of the other color will reveal the other scene with its furniture.

It has been possible not only to obtain two scenes from the same set by changing the lights, but also to create the scene en-

tirely by light. The principle of this painting of scenery by lights is the projection of colored lights upon an unpainted curtain. A new use of the moving picture machine has been made in this connection. Moving clouds may be projected upon a specially prepared backdrop so that a very vivid storm may be staged. Similarly, any figures the director desires upon the background may be painted on slides and then projected. In this art of projecting colored lights or figures upon an unpainted curtain an infinite variety of color effects can be obtained; and, since the imagination is very susceptible to color, the desired atmosphere for the play can be created with lights.

An interesting example of painting scenery with lights is found in Arthur Hopkins' production of "Hamlet," which uses the Jones permanent, painted setting, but gains many effects by the use of lights. In the first scene, all that is visible is the cool blue sky of the dawn seen through a great arch; the characters are strongly silhouetted against the deep blue background, created by the projection of blue lights upon a plain curtain. In the scene in which Hamlet meets his father's ghost, the stage is absolutely dark save for a strong white light thrown upon Hamlet, which makes his features appear ghastly. On the other side of the stage, in the direction from which the hollow voice of the ghost comes, a faint, glimmering light can be seen. The phosphorescence of the ghost's garments, together with the ghastliness of Hamlet's features, intensifies the emotional effect of the scene. Thus we see that lights are used not only to paint a background in harmony with the emotional atmosphere of the scene, but also to create or intensify such an atmosphere.

Very striking examples of this intensification of the atmosphere of the drama by lights are found in the scenes designed by Isaac Grunewald, a celebrated European "genius of stage production," who works wholly with settings for operas. He plans the changes in the visual elements of a scene so that they correspond to the music. He accompanies calm and serious music with similar effects in form and color on the stage. Inflections in harmony and change in volume he follows with gradual, or abrupt, changes in color, and with augmentation or diminution in the stage lighting. "Beginning with neutral colors, he introduces new elements into each scene, always assimilating them with those already employed until by the end of the act he has reached the climax in that set of combinations. Then he begins again with new materials on a little higher plane and repeats the process until the final climax of the whole opera is attained." In Grunewald's production of "Samson and Delilah," we find most interesting examples of the emotional effect of light in each of

the twelve scenes. In the second ballet scene, a colossal figure of a god rises against a background of black, which forms a large cyclorama; several long, narrow, triangular-shaped panels lean inward, their vertices resting above the golden idol's head; these flat panels are brilliantly lighted. In the temple scene, "the culmination of all the color and brilliance accumulated throughout the preceding scenes," the general color effect of reddish gold is produced by light. At either side in front, two great winged sphinxes stand; rows of tall, flaming red and gold columns range back until they meet in the center at the point where Samson is standing; the roof is a great gold cloth looped as in tents over the tops of the pillars; beyond the pillars the city is outlined against a deep blue sky. These color effects are produced entirely by light. The climax of the opera, when Samson pulls the temple down, is marked by a climax in the volume of the ever-increasing light; then the lights gradually soften during the ensuing scene of calm which closes the opera.

The achieved effect in all these spectacles is due largely to the color and texture of the surfaces used and to the richness and intensity of the light. To the creators of these scenes, "light is an emotional experience, instead of just a convenience, to see things by; and color a possession more precious than gold." Without the effects produced by the clearness, vibration, delicate blending, and merging of color and light, the unusual beauty of some of the productions of to-day would be impossible of achievement. —JOHN RUSSELL

CLASS ESSAY

THE IMPORTANCE OF EDUCATION IN AMERICA

Education in America, as in any other civilized country of the world, plays a great part in the welfare of the nation. It is by means of wise forethought on the part of intelligent and educated men and women that the laws which shall wisely govern a people are made. The benefits of education are too varied and obvious to be mentioned here, but it is important that we understand the true significance of the term.

The United States is unique among the civilized nations of the world in that it fails to recognize education as one of the fundamental interests of the country. The country does not seem to realize that the strength of a free government lies in the hands of the teachers who train the children of to-day for their duties and responsibilities of to-morrow. The world to-day needs character even more than it needs brains, and the formation of that character must come largely through the instruction of the home and school, work-

ing together. There was a day when a person was merely a citizen of his own town, possibly of his country. But to-day the citizen must be a citizen of the world. He must know what is going on in the world, and know how to interpret current events in their true light. The children of to-day must, therefore, receive that larger viewpoint and broader understanding. From what source shall their knowledge be gained? Shall it be from actual contact with the world which may leave them embittered, or by that natural institution, the school?

The world is now struggling to regain its balance,—to preserve the age-long habits which make life happy and secure. "The race is between education and catastrophe." The great army of teachers feels the thrill of common service that stirred the fighting forces during the war. Aided by other large groups of citizens they have placed before Congress the Education Bill.

The Education Bill was first known as the Smith-Towner Bill and later as the Towner-Sterling Bill. It was reintroduced in both houses of Congress on December 17, 1923. It was presented to the Senate by Senator Thomas Sterling of South Dakota, one of the former sponsors of the Bill, and given to the House by Congressman Daniel A. Reed of New York. The three chief provisions of the Bill are:

1. Create a Department of Education with a Secretary of Education in the President's Cabinet.
2. Create a National Council of one hundred representative educators and laymen.
3. Encourage the states, by Federal aid, to meet five educational needs of national importance:
 - (1) The removal of illiteracy,
 - (2) The Americanization of the foreign-born,
 - (3) The promotion of physical education,
 - (4) The training of teachers,
 - (5) The equalization of educational opportunities.

When the President's Cabinet meets, one member is present whose sole interest is labor, one member whose business it is to look after the agricultural conditions of the United States, another member who speaks for the business interests of the nation, and so on—down the list. Education has no such representation. It is submerged in the Department of the Interior which includes a variety of national interests. Of the national appropriation for 1923, less than one-twentieth of one per cent was allotted for the use of the United States Bureau of Education.

Education directly concerns all of our 110,000,000 people. Each year 25,000,000 children come under the direct influence

of our public schools. Why should education not be given its rightful status, with a Secretary in the President's Cabinet? It certainly deserves the recognition which its primary importance in our democracy justifies.

The proposed National Council on Education would be a tremendous aid for the betterment of our schools. The experience of many would be pooled, and would eventually result in making all schools better fitted toward reaching their local, state, and national standards.

The Education Bill would authorize Federal appropriations to be used by the states in the solution of five educational problems which are necessary to worthy citizenship.

The first of these problems is illiteracy. As enumerated in the census of 1920, there were five million persons who have had no schooling whatever. Over three-fifths of these five million were native-born Americans. Surely such a condition as this is a menace to democracy. Several startling facts were revealed by the war, and chief among them was the item that in the draft one man in every four could not write a letter home or read a newspaper in English.

The second great national need recognized by the Bill is the education of our alien population. The lack of facilities for adult education makes it impossible for many of these people to take the first step toward becoming intelligent citizens. The bill authorizes an annual appropriation from the Federal Treasury in order to remedy this condition.

A third object of the bill is the promotion of physical education. One in every six men examined during the World War was rejected because of physical deficiencies. One of Herbert Hoover's reports states that the economic loss to the nation from preventable disease and death is nearly two billion dollars yearly.

A fourth section of the Bill recognizes that the classroom taught by an untrained teacher is a liability to a community. Children cannot be prepared for successful citizenship by immature or untrained teachers.

Finally, the Education Bill aims to reduce the glaring educational inequalities that mock the nation's ideal—an equal chance for everyone. Approximately a million and a half children from the ages of seven to thirteen were listed by the last census as not attending "any kind of educational institution." Over one million child workers between the ages of ten and fifteen were enumerated. Such inequalities in education tend to weaken the whole nation.

The Education Bill will not result in Federal control of education, but it does aim for Federal aid and encouragement. The bill has been very favorably recog-

nized by such organizations as the General Federation of Women's Clubs, the American Federation of Labor, the National Congress of Parent-Teachers' Associations, and the National Board of the Young Women's Christian Association. Hearings on the Bill were held before the Committee on Education in the Senate, January the twenty-second to the twenty-fifth. From reports received from that body it was well accepted there.

President Coolidge says: "The standard and ideals of society rank first in importance. They must be maintained, if there is to be any real industrial progress. They are, likewise, the foundation of American institutions. In education the whole being must be taken into consideration. It is not enough to quicken the perception of the senses, develop the quickness of intellect, and leave out of consideration the building up of character, the aspirations of the soul."

Surely, if every community in the United States really understands and recognizes this ideal of education, each citizen will do his part in aiding the passage of one of the most comprehensive laws ever made to meet a national need—the Education Bill.

—MARGARET FRENCH.

IVY ORATION TOWARD PEACE

The spread of similar cultures throughout the civilized world would do much to promote world peace.

The fundamental cause of war is a conflict of political and economic principles among the nations of the earth. The awful effects of war cannot be exaggerated. No human force is so disastrous and so universal in its power to exhaust the fighting nations and devitalize the human race. The cruel marks of war are massacre, poverty, starvation, desolation, and chaos. The continuation of war in the future means the decadence, and, indeed, the ultimate extinction of civilization and of mankind.

Perceiving the awful menace of war, economists, politicians, theologians, teachers, and writers have come to realize the necessity for world peace and the urgent need of creative and concerted effort in this direction. Drastic measures must be introduced to avert the possibility of another war which will involve the destruction of what is left of civilization. But what these measures shall be is the great question that perplexes the world. Many plans for world peace have failed in the past chiefly because the cultural backgrounds of the various nations have not been sufficiently homogeneous to lead to magnanimity, and to a recognition of common aims and common ideals.

Over two thousand years ago, Plato dreamed of a world in which physical conflict should be replaced by mental conflict. It is evident that his creed was social justice. This plan was impossible because the absence of a similarity of cultural ideas among the peoples of the ancient world precluded receptivity on the part of individuals. For similar reasons the Bok Peace Plan and the League of Nations are not yet feasible. Before such plans can be rendered efficacious, there must be the cultural background to create a unity of purpose and a consequent uniformity of policy and ideals. At present the machinery necessary for the spread of similar cultures and the creation of the requisite background of unity is inadequate.

It is evident, therefore, that the problem of world peace is at first largely a cultural one. But it must be remembered that there are two distinct types of culture—the material and the immaterial. In this classification, invention, politics, and economics would be considered as manifestations of material culture, while education, religion, and the arts would be referred to as elements of immaterial culture. It is clear that the immaterial phases of culture spread without arousing sufficient competition to start war, and that a uniformity of ideas between groups first develops along artistic lines. It is also clear that the spread of similar cultural ideas throughout the entire civilized world, together with the acceptance of these ideas and ideals, will pave the way for the acceptance and subsequent establishment of uniform political and economic principles.

Appreciation of the arts is a distinctive feature in the spiritual regeneration of any country. It tends to elevate thought to higher channels and thereby assists in the extermination of war-lust. Art is the noblest expression of all that is beautiful, good, and true. Therefore, art and the expression of art must be universal in appeal.

That a uniformity of ideas develops easily and rapidly along literary lines is evidenced by the great increase, in this country, in the sale of French and English literature since the war. Literature is a common meeting-ground of all mankind. It is a realm of thought where man may enjoy intercourse with superior minds, receive the most precious thoughts of the greatest men, and join his soul with theirs. The realm of literature is undivided. Homer, Virgil, Dante, Goethe, Shakespeare, Emerson, Molière—these are beacon lights of literature. Not one belongs to a single nation only; their brilliant achievements are for the uplift of all mankind.

Drama, especially, has a universal appeal powerful enough to arouse a feeling of mutual interest between nations. A striking illustration of this influence is noted in the fact that so many Americans at-

tended the performance given by Russian artists of Moscow Art Theatre. Although unacquainted with the language, Americans were enthralled by the noble art which those Russians expressed.

Music, the most uplifting of all arts, is the common language of the world. The love of music creates a unity of purpose and coöperation in the advancement of the spiritual, and the artistic phases of civilization. This influence is clearly shown in the poem, "Beethoven in Central Park," written by Alfred Noyes, who, although an Englishman, was able to realize the intense grief which Beethoven, a German musician, would have felt over his country's shame.

That an increased appreciation for the world's great arts is a factor tending toward the realization of world peace is clear. As the diffusion of the world's artistic ideals continues, and as the assimilation of universal ideas of art, beauty, and human nature ensues, the nations of the earth will approach more nearly to a unity of aim and ideal which augurs well for world peace.

The most important part of the machinery required to hasten the spread of similar cultural ideas is education. The solution of the problem of peace depends chiefly upon intellectual reconstruction. Traditional hatred, envy, and jealousies, which for centuries have been gradually consuming the world and pointing to the utter extinction of mankind, must be obliterated by educational means, in order that the promotion of a mutual understanding may be attained. Misunderstandings and suspicions among the nations of the civilized world constitute an impenetrable barrier to peace. This condition of affairs, in the words of M. E. Savage, "has soured the ideals and aspirations, the generous emotions, the loyalty, and the human impulses of mankind. It has infested the instinct of fellowship and made nationalism a sickly craving for revenge and self-sufficiency. It has made every little people see in its neighbor across the frontier an enemy, a potential despot and despoiler, a demon who will not let other people live their own lives as they choose. It has turned the souls of men in upon themselves."

In such an atmosphere a unity of purpose and ideals is impossible. Man must learn to respect the rights of his neighbor, relinquish claims of traditional prejudice, and acknowledge the merits of other countries. Before he can do this, the education of the world must be reorganized upon bolder and more efficient lines. The principle of a world common weal should be instilled in the minds of all men and particularly in the minds of children. "The driving force that makes either war or peace is engendered where the young are taught." Nowhere is this principle better illustrated than in the case of Germany. Militarism was the great creed which every

German child was taught to regard as the fundamental principle of the empire. That awful slogan—"Might is Right"—was flaunted before the eyes of all German citizens from youth to old age. Such a system of education would preclude all hopes of world peace. Ideals of peace instead of war, unity of purpose instead of enmity, must be taught in the schools of every civilized country. The universal school curriculum should include the mastery of three or four languages including the mother tongue, for in this way a strong feeling of sympathy and mutual interest may be stimulated among nations. The curriculum should also embrace a more careful and systematic study of world history, world politics, and world economics, with the definite aim to broaden the visions and cultivate magnanimity in the consideration of world problems.

By no means, however, should we adopt an attitude of Utopianism in this matter. Not only must these principles be taught; they must be adhered to. The recognition of these principles of justice without application will never bring world peace. For this reason peace is an ideal which can be realized only after years of constant struggling to overcome narrow and selfish aims. It is only as the different nations reach a stage in their development where they are willing to give up individual ideas of political and economic gains, and are willing to sacrifice for the common good, that world peace will be possible.

After education has prepared the cultural background, and after a unification of social, political, and economic ideas has engendered a sincere willingness to coöperate for peace, the ultimate gains may be made possible by some code of laws making war a crime. Such a code is that advanced by John Dewey in which he declares that the outlawry of war must become a firmly established principle in all countries. People must be taught that the resort to war in any case whatsoever is an international crime. "This," Mr. Dewey says, "does away with non-justiciable disputes, and also the right of self-defense when attacked." The aggressor becomes a violator of the law.

But the outlawry of war will require a long time for execution. An intensive educational campaign must first be launched. And this must be the dominating feature of education everywhere—a perspicuous and magnanimous outlook upon the lives of hundreds of millions of men.

The second most important factor for the reconstruction of world ideas and the promotion of peace is religion. The gospel of the brotherhood of man, the basis of all established religions, must become a part of the universal education. To a somewhat casual observer it would seem that religion in the past has too often been used as a phase of nationalism. The recent action

of the Presbyterians and Congregationalists, however, and the even more recent action of the Methodists and Unitarians, relative to the refusal to support the prosecution of any war whatever, show the true power of religion as a unifying agency and its consequent importance in the realization of world peace. In another part of the world, and under a religious system nominally different from our own, Mahatma Ghandi, the great teacher of India, has stirred the minds of all men by his stern program of spiritual redemption. He presents the spiritual principle of love and sacrifice as the foundation of a new social order. Indeed the story of his life and works suggests to men a transference of the New Testament story to our own day.

Henceforth, more than ever before, teachers, theologians, and intelligent followers of the Christian precepts must exert untiring energy to renounce aggression and the pride of power. This is no time for sentimentalism or passivity. The critical conditions of the time challenge the Christian leaders of the world. They must, with high courage and unflinching faith, advance the ideal of world peace and make religious principles the governing power of the world.

Spiritual regeneration, together with educational advancement and the spread of similar cultures, must pervade the world, and the ideal of peace must become the dominating thought of all men. Then, and not until then, may man hope to foresee the doom of all oppression, and the straightening of the crooked justice and devious conscience of the world.

—ARCHIE ADAMS

IVY ODE

(Tune: "In Happy Moments Day by Day," by Wallace)

A fleeting moment on our way,
We pause with tender care
To place this ivy here to-day,
Beside our school so fair.
O ivy from the wood's deep glen,
Hold fast these honored walls;
And each year take us back again
To merry days thy name recalls;
And each year bring to us again
The scenes thy grace recalls.

May happy memories surround
Our alma mater evermore;
May joyous echoes e'er resound
To songs of twenty-four.
O ivy keep forever, all
Entwined among thy leaves,
Those thoughts that we would fain recall
As time her mystic pattern weaves;
Those thoughts that we would fain recall
While time her pattern weaves.

—MADELINE WEAVER

HISTORY OF CLASS OF 1924

BRATTLEBORO HIGH SCHOOL

Compiled by

MARGARET DANYEW

CHARLES CROSBY

FREDERICK KNIGHT

MARGARET COWLES

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BOOK I

Chapter 1. Political Activity.

On Wednesday, September 8, 1920, we entered the portals of B. H. S., and although green, timid Freshmen, we were very proud to think that our class of one hundred and twenty was a record membership for B. H. S.

What a panic there was that first assembly morning when, eager and curious, we filed into the main room, much to the enjoyment of the upper classmen who loudly clapped! I am sure they were very much disappointed when, instead of turning our traditional green, we assumed scarlet faces. At the desk was seated Principal Julius Warren who, in his cordial welcome, made us feel at home. On the opposite platform were the rest of the faculty, who smiled benignly at us.

To guide our class we elected Maurice Austin as president; Dorothea Vanderveer, vice-president; Carl Tenney, secretary; Archie Adams, treasurer; and Alla Fitzgerald, assistant treasurer.

Our Student Council members were Robert Simonds and Lorraine Strouse, who proved efficient representatives.

Chapter 2. Intellectual Advancement.

It may be interesting to note that several members of the orchestra were from the Freshman class: John Russell, piano; Maurice Austin and Leo Morrisseau, first violin; and Kenneth Wheeler, cornet. The High School Chorus and the Thursday Night Chorus had several Freshmen members.

Chapter 3. Physical Development.

How important we felt to think that freshmen were allowed to participate in the sports of B. H. S.!

Maurice Austin was elected captain of the freshman basketball team, and we were proud to have one member, Lear Dutton, on the school team.

But when it comes to football, we can always rely on George, the champion of B. H. S.

Chapter 4. Social Life.

M-m-mystery! What could be the matter? No Freshmen allowed in the corridors

in the afternoon. And such frightful noises! We were glad to stay away. But soon the mystery was solved when the Freshman class was invited to its annual "blowout" at Island Park. What a good time we did have! And do you remember the minstrel show "The Mystery of the Dark Cloud?" I'm sure we'll never forget how funny George Daley was, and how easy it was for him to amuse his fellow classmates. We enjoyed the play immensely and also the dancing which followed. Somehow we felt more at home with the Seniors now, and the evening passed all too soon.

We were very glad to present "The Merchant of Venice" with an entire Freshman cast, composed of Archie Adams, Karl Baker, Winifred Cain, Charles Crosby, Ada Felch, Leslie Hadlock, Frederick Knight, Ruth Knowlton, Holland Smith, and Madeline Weaver. Much credit was given Miss Wallis for her painstaking efforts to make the play a success.

As June approached, and with it the last day of school, we were more than delighted at the thoughts of vacation, and looked forward to September when we, as full-fledged Sophomores, should return to lord it over the "freshies."

BOOK II

Chapter 1. Political Activity.

The class of 1924 came back to school ready to take a more active part in school activities.

Many changes in administration had taken place since the preceding spring, chief of which was a new executive, Mr. E. R. Caverly, who became the efficient head of our school, sailing the ship of state through many difficulties.

At the first meeting of the Sophomore class the following executive department was elected: President, John Russell; vice-president, Lorraine Strouse; secretary, Ada Felch; treasurer, Robert Simonds; assistant treasurer, Elizabeth Nichols. Charles Crosby and Lorraine Strouse represented the class in the Student Council.

Chapter 2. Intellectual Advancement.

School records seem to show that being upper classmen had a bad effect on our class for only six Sophomore names appeared upon the first honor roll!

During the entire year the class had extensive notes in the DIAL. These were contributed by the class reporter, Archie Adams.

It was in our Sophomore year that the class first held the premier place in the orchestra—a place which it has continued to hold until graduation. Eight of the twenty members of the orchestra were from the class of 1924.

In October two Sophomore English classes held a debate, before an invited audience in the main room, on the subject,

"Resolved that the United States should diminish her navy." The affirmative speakers were John Russell, Charles Crosby, and Archie Adams. The negative side was upheld by Carl Tenney, Robert Simonds, and Robert Billings. The judges awarded the decision to the negative side.

Members of the Sophomore class presented "Twelfth Night" before a large audience in the Odd Fellows Temple. It was under the direction of Miss Wallis, assisted by Miss Tucker. Shakespeare's comedy proved to be very satisfactory and many of the cast showed a decided talent for drama. The money obtained from this enterprise was set aside to be used as a nucleus for a dramatic club.

In April the annual school exhibition was instituted and proved to be very popular. Classes were held in the afternoon and evening, giving the parents an opportunity to see the pupils actually at work.

The teachers training class was first opened this year, thus broadening the scope of the high school curriculum.

The greatest achievement of the year was the "Mikado." This comic opera was of interest to us because many members of the chorus and two members of the cast were from our class. Never will the class of '24 forget the strains of "Mi-ya-sa-ma" or "Behold the lord high executioner."

Chapter 3. Physical Development.

While the class of 1924 has never produced many athletic stars, it has always had the greatest spirit in supporting the various activities.

On November nineteenth, 1921, Rutland came to B. H. S. for the last game of the season. She won 14 to 7, but we played hard and our class did some cheering. The game was one of the most exciting in the year.

During this winter a B. H. S. Outing Club was first organized with Philip Wheeler '22 as president, and winter sports began to take an active part in our lives.

Our track team won the Vermont State Championship in the spring, making the tenth consecutive meet that B. H. S. had won in four years.

Chapter 4. Social Life.

Social life comes last in order but not least in our minds, for it is our social activities that bind us together.

No sooner had school started than the annual Freshman Party was announced. The Sophomore class contributed to the cast, making us feel quite grown up. "I Beg Your Pardon" was a success from every angle and started the ball rolling for a wonderful year.

After the Rutland game, a football banquet was given to the team and was concluded by a dance for everyone.

Several members of French IIA class joined the French club early in the year.

At the Christmas meeting the Sophomore members furnished the program, giving a French play.

Miss Moore's English classes gave a Sophomore class party, when two plays were presented, "How the Vote was Won" and "The Old School at Hick'ry Holler."

In spite of school dances, picnics, etc., the event most interesting to the class was the annual Sophomore-Senior party which came May twentieth. The committee in charge consisted of Lorraine Strouse, Margaret Danyew, Ruth Knowlton, Charles Crosby, and John Russell. The party was a great success and everyone had a good time.

Just before school closed, those interested in forming a dramatic club were called together by the Sophomores who had presented "Twelfth Night." A club was organized and is now the most thriving in the school.

Thus our class finished the first half of high school and were prepared to do even better in the next two years.

BOOK III

Chapter 1. Political Activity.

There had been some sort of political or economic upheaval during the summer of 1922 and about half of the "cabinet" had sought other fields of activity. Our Music Director, Mr. Braman, had gone out to Indiana to put on the "Mikado." The department of commerce was "hard hit" by the loss of its head, Miss Glazier and her assistants, Miss Moore and Mr. Page. Miss Tucker had decided that the opportunity to be with Mr. Warren was worth taking, so had gone out to Gloversville, N. Y. Others who left us were Miss Monroe, Miss Stanton, Miss Brown, and Miss Wagg.

Our chief executive had appointed Mr. Shattuck, a cartoonist who taught history; Mr. Francis, an English teacher, and basketball star; Miss Wheeler, who was coach of Girls' Basketball and Debating, but taught history on the side. Miss Whittemore came *pour nous enseigner la langue Française*. Miss Sevens and Miss Wright were appointed to the Commercial Department just across the hall from where Mrs. Hawkins cooked all sorts of good things; Mr. Wells actually managed to make our singing sound like music.

The presidential campaign of the year 1922 was won by Kenneth Wheeler. He was elected on a platform that favored a reduction of assignments, friendly relations with everyone and the promotion of athletics. For his running mate we chose Madeline Weaver, useful and ornamental. Because of the way Warren Bennett was succeeding in his designs on the Brattleboro Trust Company, we gave him charge of our meager funds. They were meager

too, until Mildred Hardy got busy with the girls. No reflections on the fellows either, for we always had more girls than fellows. Alfred Martin was the fifth member of our executive board and he did all that could be expected of a secretary.

Chapter 2. Intellectual Advancement.

The class of 1924 is by no means ashamed of its scholastic record. We can hold our heads up in any company. Some may think that we lack in quantity but they must admit that we have quality. John Russell did the unheard of thing of being on the Super Honor Roll for the entire year while Archie Adams was on several times. The rest of us had to be content with the ordinary Honor Roll.

At mid-years John and Archie were awarded Honor B's, a signal achievement for Juniors and, in June, they were joined by Alla Fitzgerald. This established a record for the number of B's awarded to Juniors in one year.

"Grumpy," the fifth annual school play, was the finest piece of dramatic work, in the opinion of the press, since the school play was inaugurated. The title role was played by the dramatic genius of the class, Archie Adams. Robert Simonds was the hero, Ernest, and he certainly made the most of his opportunities playing opposite Virginia. Jack Vanderveer was Keble, the villain's valet and confidant. John Russell, who took the part of Grumpy's personal servant, Ruddock, had suddenly developed an amazing knowledge of *jui-jitsu* for he threw Keble out of the room just as though it were an ordinary part of the morning's work. Holland Smith was a most stately and H'English butler while Frederick Knight acquired a full beard and a few medical terms and managed to make Ernest recover from a severe blow on the head. We all voted Miss Osgood a wonderful coach.

Chapter 3. Physical Development.

While comparatively few in numbers, our athletes helped win glory for the school in all the different sports. The old standbys "Gawge" Daley and "Mud" Robb stopped many a drive at our football line. Deyo, Bennett and James Baker were valuable additions to the basketball team. "Mitter" Austin and "Ken" Wheeler were regulars on Mr. Wilson's championship baseball team. Jack Vanderveer and Holland Smith were the only ones who could accomplish much in track; Jack being one of our three letter men. Karl Baker, Alfred Martin, and Frederick Knight did their best but it was not quite good enough.

The girls' basketball team had to thank us for two of the best forwards of the team, Catherine Gallup and Harriet Leonard.

Chapter 4. Social Life.

The Dramatic Club, which had been organized by us late in our Sophomore year, became one of the strongest and most delightful clubs in High School, due partially at least to our efforts. Hardly a meeting of the club went by but what some of our talented members appeared in dramatic productions. Many of these same people spoke French with more or less fluency and they were prominent in the activities of the French Club.

One event in which we took part was the Freshman Party. "The biggest part of the Junior Class," Charles by name, imitated the efforts of our friend, Mr. Eames, to perfection. Alla Fitzgerald turned Freshie once again and she showed them exactly how a Freshman should, or rather does, act during the first few weeks of school. Ruth Knowlton and Kenneth Wheeler assisted in the chorus and the rest of us assisted with the applause.

A new club was formed in January. It was organized to assist in the preparations for the debate with Salem, and to promote debating in future years. The end of the year saw it well started and giving promise of being a strong, useful club.

We must not forget the biggest social achievement of our stay in B. H. S. On Friday evening, June 15, after a week of "hectic" finals, we gave the Prom to the Seniors at Lawton Hall. The committee had outdone themselves and had trimmed the hall so prettily that our Prom surpassed all others in beauty. The punch which Peg Cowles served us was delicious and what's more it lasted until almost the last dance. We are not the least bit egotistical when we say that it was the best Prom ever, for that was the opinion of all who attended it.

BOOK IV

Chapter 1. Political Activity.

Our greatest political era was reached in our Senior Year. The new members of our cabinet were as follows: Mr. Stevens, a principal of unusual merit, who backed up athletics; Miss Forbes, who provided many good things to eat at the lunch counter; Miss Jackson, one of our prettiest teachers, whose looks were exceeded however by her knowledge of commercial subjects; Miss Grant, who was well known for her good grace and spontaneous smile; Mr. Hatch, who was pretty sure he was interested in photography; Miss Dague was a very quiet teacher, but we knew something after being in her classes; and shall we say, "last but not least," Mr. Smith, who was well read in economic references.

The individual class presidential campaign ended in a victory for Maurice Austin, who had already served one term

during his Freshman year. We considered that a very great victory in the political field. Lorraine Strouse was vice-president; she looked very well when she marched into assembly at the head of the Seniors. Orville Dunklee was secretary and very capable too with his shorthand (?) reports. Eric Anderson was treasurer, possibly because he could be trusted to handle the money, with Ada Felch as assistant treasurer to watch him. Ada has the task of giving out S. A. S. tickets, too.

The management of the school play was conducted, with assistance, by the following Seniors:—Robert Simonds, Charles Crosby, and Frederick Knight, business managers; Holland Smith and Glenna Prince, publicity managers; Ada Felch and John Russell, stage setting; and Winifred Cain, costumes.

The plan of the Year Book was continued this year. It had been customary to elect two Seniors to serve on this committee; Margaret Cowles and Roy Carpenter were elected for these positions.

The members of the Student Council were: Ada Felch, Alla Fitzgerald, Robert Simonds, and Charles Crosby.

Chapter 2. Intellectual Advancement.

The debating club and team showed wonderful work on the part of the members and the two coaches, Miss Wheeler and Miss Grant. The two Seniors on one of the teams were Robert Simonds and Charles Crosby. We won our debates, of course!

The old Commercial Club was reorganized and rechartered as the Business Practice club, under the direction of Miss Jette. The charter members from the Senior class were: Maurice Austin, Margaret Danyew, Orville Dunklee, and Margaret French. In order to become a member of the club, one had to have an average of at least eighty per cent in all commercial subjects.

We're very proud to say that the Seniors upheld "She Stoops to Conquer," the school play of 1924. Again we had Archie Adams as the adorable "Daddy" and he could do it! Holland Smith was an unusually good hero, as evidence proves. Frederick Knight proved himself as good a friend in the play as he is in life. Alla Fitzgerald was very sweet as "Con" who had a hard but successful time getting around her aunt. Margaret Cowles took the part of "Kate." Let's mention "Tony" though she's not a Senior! Miss Grant was surely dear to us all, too!

John Russell and Margaret French gave the underclassmen a good chase by being on the Super-Honor roll to represent the Seniors.

Our Dramatic and French clubs had the usual support of the Seniors. They

both turned out to be very successful. Archie Adams, the president, and Alla Fitzgerald, the vice-president, were the only Senior officers in the French Club. But in the Dramatic club we had: Ada Felch, President; Winifred Cain, Secretary; Holland Smith, Treasurer; and Charles Crosby, custodian.

Chapter 3. Physical Development.

When we mention athletics we always think of our Senior boys and girls. Our four active football men were Hermon Robb, George Daley, Jack Vanderveer, and Karl Baker. Maurice Austin was manager and helped greatly in the support of the team, with each one doing his share to make a winning team.

Tennis was a new sport in B. H. S. being started in our Junior year. It has continued with such great success that, near the end of the year, letters were awarded to two Seniors, Holland Smith and Frederick Knight, as well as several underclassmen.

Basketball meant a lot to us, although not a Senior boy played on the team. However we're glad to say that Holland Smith was manager. Perhaps you noticed we had a girl's team? Harriette Leonard, Harriette Howe, and Catherine Gallup were the Senior girls to play, while Ada Felch was our manager and Winnifred Cain, assistant manager.

Yes, Mr. Smith coached baseball, with Maurice Austin on "first," Hermon Robb "outfield," Kenneth Hall "infield," Roger Chapman "shortstop," and Leslie Hadlock as "center field." With all these Seniors, it is surely a surprise that we didn't win more games.

Say this to any underclass man, "Did the Seniors win the track meet?" Yes! they did! Considering whom we had as track men, it's no small wonder! Here they are: Jack Vanderveer, Holland Smith, Karl Baker, Alfred Martin, George Daley, and Hermon Robb. We are only just a wee (?) bit proud of them.

Chapter 4. Social Life.

"Man, in society, is like a flower blown in its native bud." What would we have done without a little joy and laughter? Our Freshman Party was a jolly success. Charles Crosby and Robert Simonds, with assistance from the cast, wrote and produced the "Hollies of Follywood" to amuse the audience. The Seniors who took part were: Ruth Knowlton, Margaret Cowles, Charles Crosby, George Daley, Howard Lane, Holland Smith, Archie Adams, Frederick Knight, and Robert Simonds, with John Russell as accompanist.

The banquet which was served before the football dance was enjoyed by all the boys. It is understood that the dancing

was difficult because of the good supper! The DIAL dance was a masquerade this year; everyone found this quite a frolic.

The success of our Glee Club proved that we were capable of having a new club. Harriette Leonard was president and the Seniors in the club were: Winifred Cain, Olga Clark, Margaret Cowles, Wayne Pomfrey, and Glenna Prince. Under the direction of Mr. Wells the Glee Club and school chorus gave the "Chimes of Normandy," which proved to be a great success. Olga Clark was our Senior soloist.

With a word of thanks to Miss Wheeler for the supervision of this History, I will give the good will and best wishes of the Class of '24 to the rest of the school. May B. H. S. mean as much to you as she does to us!

CLASS POEM

FAREWELL TO THEE

(Tune: "Automne," by Chaminade)

Our song to thee we're singing now,
'Tis our farewell;
The Slave of Time hath climbed his tower
And swung the bell,
"Come forth and cast your lot with men,"
Its low chimes tell.
O Time, delay thy feet!
The hours spent here are sweet;
The passing on of life for us
Is all too fleet.

The spreading vista of the years
Apart from thee,
Their shining hues half hid in mist,
We dimly see.
The chimes with hope ring high and clear;
They set us free.
O Time, do not delay!
Before us lies our way.
Our young dreams rise to Life's clear call
For us to-day.

—GLENN A PRINCE.

CLASS PROPHECY

Jack and I had spent absolute ages conjecturing what all our friends of the class of '24 would be doing at the end of ten years. We thoroughly disagreed with each other's opinions, even after several hours of useless and ineffective attempts on Jack's part to make me see his point of view. At last he gave up in disgust and persuaded me to go for a ride with him. Suspecting nothing of his evil intentions, I gayly snatched hat and coat, for he had said that we would ride to Paris (Vermont) to visit Miss Osgood. He seemed in a very amiable mood, and we started off, each one expressing delight over the prospect of seeing Miss Osgood again.

As we were rounding a certain sharp corner of the road which leads over a steep, cliff-like hill with the deep, dark,

treacherous Connecticut River on one side far below us, and high rocky walls of stone stretching far above on the other side, Jack gave me one triumphant look and hissed out, as he deliberately steered the car over the bank, "Now you'll be sorry you disagreed with me over Donald Allen's future." He never seemed to realize that he, as well as I, would be killed. He only sat and grinned his diabolical grin, as we went hurtling through the air.

To be frank with you, I never was so scared in all my life; my teeth chattered, and my hands felt clammy and were trembling like those of B. H. S. culprits when they are asked to change their seats in study hall. Between the rattlings of my usually firm teeth, I gasped, "You—you villain!" Then I felt the cold icy water of the river close over me.

It really was a most extraordinary experience. My clothes were not even damp, I could breathe as well as though there were plenty of fresh air, and I could see everything perfectly. Jack was still grinning; he seemed not the least perturbed and the car seemed to sail on under the surface of the water without getting wet.

I began to giggle hysterically, but stopped very quickly when a huge fish with immense scales glared at me, and rumbled out, "What do you land lubbers wish most of all? Tell me quickly, or I will run you through with my sword," for in truth he was a swordfish.

Jack and I glanced quickly at each other. For once we agreed—

"Tell us what the class of 1924 will be doing in 1934," whispered Jack. I was surprised at the weakness of his voice, for Jack had never before shown to me, or to anyone else, signs of being frightened at anything.

The swordfish swallowed a minnow that came swimming along, cleared his throat, and said, "Your old friend, Ruth Knowlton, remembering the time she was called home from school to make her bed, has opened an office to which housewives may apply for girls to make beds every morning in the week, including Sundays.

"James Baker has become a famous doctor and surgeon. He has only one fault, and that is his habit of conjugating Latin verbs while on duty. This habit is especially weird, yet mirth-provoking in the operating room, and, if it were not for his proficiency in the newest operating methods, he would lose his hospital position."

"Are we crazy," I whispered to Jack, "or is it 1934, now? The fish speaks as though all this had already happened."

"Most extraordinary," said Jack, "Evidently we are ten years older now than we were when we arrived."

"Karl Baker is still writing history for a living," continued the fish. "The first part of his career was rather unsuccessful. It was then necessary for him to live in a

cold garret, but he has succeeded in the last few years, and now ranks with Mr. Gibbon and H. G. Wells.

"It is rumored that Esther Bowen is a candidate for president of the U. S. She has become a radical suffragette, makes speeches and leads parades. She has also had a bad effect on Marion Stauty who is another ardent believer in 'equal rights for women.' Marion started working in a watch industry, and, proving her woman's capacity for bossing, became famous. She now exerts a great deal of power, but to prove that she is still wholly feminine, she fires and rehires the same employees at leisure."

The swordfish, noticing his reflection in the car mirror, dashed hard against it, but after continued dashes, he decided that his efforts to dislodge his enemy were useless, and returned to the telling of his discoveries.

"There is one person in your class, at least, who has accomplished what she started out to do. Winnifred Cain is that worthy person. She has become a successful librarian and has entire charge of all the children's library rooms in Wisconsin. She surely is a busy woman, yet she likes it, and still flies around as she used to do in B. H. S. with her hands full of papers, and her head full of new ideas.

"Roy Carpenter is a great ornithologist. He has gone into business with Mrs. Spooner, and although ten years ago he couldn't tell the difference between a robin and a wren, he is now very famous for his ability to detect the differences in their songs. It is quite possible that in years to come, he may know as much about birds as does his partner, Mrs. Spooner.

"Olga Clark has done great things with her voice. She has developed marvelous tone and her range is remarkable. She and Ruth Hall have been studying in Paris. Ruth had several millions left her by her Texan uncle and studied violin. However, in the year 1933, she decided to transfer her affections from an inanimate object to a very animate one, and she is now very happy.

"Your class must have been a rather queer one," said the fish. "Orville Dunklee developed a sudden and rather eccentric love for flowers shortly after leaving school. He sought and captured one particularly wonderful 'Rose,' and now there are several buds. Rather than follow the usual custom of bestowing rose-like names on the buds, he called them Violet, Daisy, Pansy, and John, sometimes called 'Johnny Jump-Up.'

"Robert Eddy is now the head of the Massachusetts Agricultural College at Amherst. He showed remarkable ability while a pupil there and was asked to remain as a professor. He also has improved his old home farm, and it is now famous for its strawberries and Jersey cream.

"Two of your class decided to try their fate with matrimony. Frederick Knight and Ada Felch soon after their marriage went into the harness business together, which is quite fitting and proper. Because their characteristics and idiosyncrasies are so much alike, they are very happy.

"Margaret French gave up her academic career and is now living quietly at home with a curly-headed husband, and two adorable children. Margaret is a very nice housekeeper, even though she does let her son cut his teeth on her typewriter medals.

"Representing B. H. S. in athletics is Catherine Gallup, who entered the Olympic Games as a contestant in 1930, and has been at it for the last four years. She had rather an exciting time last year when she ran in the half-mile against the French champ, and won. The French girl was rather wrathful, but Gallup held both her hands and her feet with the results that 'Frenchie' apologized at last and even congratulated Catherine.

"The candy business has claimed two members of your class. Elizabeth Grady and Josephine O'Connor have started a candy store which is very popular with the children of Burlington, because the children have the privilege of tasting all kinds of candy before purchasing.

"Leslie Hadlock is married. His wife is a very domineering type of woman, nearly twice as large as Leslie. She has forced him to open a shampoo parlor, and poor Leslie has to wear a large, waxed moustache just to please Mrs. Hadlock.

"A nice, motherly person was needed to correspond with the Mt. Hermon boys, to keep them from writing to all the young girls in Vermont, so Harriette Leonard accepted the position. She has succeeded so well that the position is permanent if she so desires." Jack looked at me and laughed and I was also of the opinion that Harriette would be a very competent person for this position.

"But," continued the fish, "there is also another sensible girl in your class. Elizabeth Nichols became a school teacher in Saxtons River. She married, after teaching a year or two, and is now influential in politics and a strong pillar of the church.

"Grace Pierson, the quiet, efficient and demure typist, has radically changed. She picked out the man she wished to marry and then waited until 1932, leap year, to propose. He accepted of course. What else could any normally intelligent man do in such circumstances?

"Another classmate has also married. Alice O'Brien went to the South Sea Islands for her health. While there, she fell in love with a native of the island, because of his 'perfectly stunning' white ducks. They were married and Alice still lives in the South Sea Islands."

"But what about Glenna Prince?" I in-

interrupted, "Surely she became a great author."

"Great author, your grandmother," snapped Jack, "I tell you she became an artist. Anyone with any brains that could appreciate talent like hers would know —"

The great fish bubbled crazily, and said, with his huge sword mouth laughing, "You are both right, Glenna Prince writes dramas of the white northland and paints pictures of the blue seas. She is also an explorer of the arctic, and is famous for her great skiing ability."

"Madeline Weaver and Lorraine Strouse have had very different careers, Madeline married a wealthy southerner. Her home is famous for its delicious hams and waffles, and the huge Georgian house is a thing of art. Madeline herself has also become quite a southerner, she can say 'Has yo-all got a spewn' as well as any pickaninny. Lorraine taught school in North Hinsdale for a while and then she married. Her husband is to be pitied, for he is the most hen-pecked man in New England, but Lorraine enjoys life hugely."

"Kathleen Sullivan now owns what was the Twin State Gas & Electric Co. in 1924. She has raised the employee's wages and reinstated the trolley line. She uses mauve and rose-colored trolleys which are very popular with the Brattleboro women, and the line is a decided success."

"Hermon Robb has become a scientific farmer. He is growing onions on imported 'mud' in Greenland, and ships carloads of raw onions out annually."

"Lyle Stoddard, called 'Toby' at home, is the influential president of an insurance company. His pompous and portly figure is often seen stalking majestically down the halls of the insurance building, and his gold watch chain is stretched across his wide expanse of waistcoat."

"Ha, ha, ha," laughed Jack, "I surely do love to hear what folks will be doing in 1934. Tell us some more."

The fish then told us that Ruby Thayer, after studying the sanitary conditions of Chinese restaurants, had become the expert manager of a Chinese Inn, situated at the foot of Wantastiquet Mountain.

Wesley Doyle had also entered the food industry. He was making thousands of pounds of crackers, called the "Reddo Brand." He supplied all grocery stores, both large and small, and his brand was known all over the world.

"Now prophesy what Jack will be doing," I begged, and the fish obligingly obeyed.

"Jack Vanderveer, the only practical person graduating from B. H. S. in 1924, shall succeed in life because he shall treat everything as a huge joke. He shall, at first, go into business with his father; then he shall take up the radio business alone; next he shall open a garage; and in 1934 he shall be an authority on photography."

You shall be a regular King Midas, young man; all your friendships, and everything you touch shall be changed into gold, and you shall climb even the top-most rung of the ladder of success."

Jack sat quite still in the corner, no longer smiling, but as glum and sober as the pollywog that just then came swimming along. He was on the point of asking the fish if he would ever marry, when the fish, more interested in the pollywog than in Jack, dashed off, without even waiting to be thanked for the information he had given us.

—ALLA FITZGERALD.

And as the big fish chased the pollywog out of sight, Alla and I sat stiff with amazement and disappointment, for now we would again quarrel and we would probably never come to any definite conclusion over anybody. I wished that something would happen to help us out, and as I looked frantically around for some signs of relief, I saw a large haddock hiding under the mudguard of the car. I spoke to the haddock and asked what it was doing around my car. The haddock swam leisurely to us, and sat on the steering wheel.

"I saw you when you landed and being curious to know what you were doing here, swam over to investigate. I naturally was interested in what the swordfish was telling you, because, I, also, know much about your class, and so I listened to all he said. Have you heard what Donald Allen is doing?"

I yelled out, "No, I have not. Tell us, won't you?"

Alla was unable to say a thing, but just gazed at Mr. Haddock as though he were a fortune-teller, or something.

"Well," said the haddock, "you remember how much he looked like a sheik with those sideboards! He married one of your class beauties, Susan Curry."

Alla did look disappointed, there was no doubt about it, for she did want Don to be a bachelor, but I felt like thumping the fish on the back, for he had helped me fool her.

"Doc Lane, that peppy cheer leader of yours, has opened an undertaking parlor in West Wardsboro. They say that he has caused the old town to buzz some, and business has picked up wonderfully."

The old fish splashed off the steering wheel, deftly caught an eel that was going past, swallowed it quickly, and came swimming back. "Oh yes, and wasn't Archie Adams in your class, too?"

We both nodded eagerly and he then continued, "Archie has become a most efficient traffic officer on Elliot Street, and attracts much attention because of his alert motions."

"Robert Billings is having fine luck selling Tanlac. You remember what a little angel he used to be!"

This was so exciting I could hardly sit still long enough to ask the fish what had become of our dear old Peg.

The fish blew out his gills and said, "Peg has taken to school teaching since she found nothing in marriage, and she has a fine school in West Dummerston."

"And then, speaking of teaching," exclaimed the haddock, "Charlie Crosby is a professor of Algebra in Stratton Tech."

"Good for Charles!" I shouted, "He has at last found a place big enough to fit all he has to say."

"While we are on the subject of school, George is teaching in B. H. S."

"Hertha, the girl who bobbed her hair just before school closed, has become an actress, and is now in a theatre in New York."

Alla and I burst out laughing when the fish said, "Wait, here is a still better one. John Russell is doing social service work in Hinsdale, his old home. He is employed by Anna Eddy, who has moved up to the top rung of the social ladder. She still is interested in all the little towns around Brattleboro."

Just then, down through the water came a big, fat, juicy fish worm, and the haddock made a grab for it. Alla gasped. "Don't, it's hooked." But, before I could grasp the fish firmly by his slippery tail, he was jerked up out of the water, and probably landed in someone's fish basket. Alla was almost weeping for she greatly admired Sir Haddock, but I only looked around for further evidence of friends of the class of '24.

As an octopus came gliding along, I called out, "Hey, you! Do you know what Virgie Goodnow will be doing in 1934?"

The octopus thrust out one of his long feelers and Alla slid to the bottom of the car. However, the octopus was friendly, and obligingly said, "Why, Virgie came near marrying a nice chap with lots of money, automobiles, and everything; but she went back to her secretarial work before they were even engaged."

Alla raised up as much as one inch from the floor where she was crouching out of the reach of the long arms of the octopus, and whispered in a scared voice, "What—what is Bobbie Simonds doing?"

The octopus reached out a feeler, and said, "Robert has become a settled bachelor. He never was much of a ladies' man, anyway, and now he spends all of his time in Simonds' store. All the clerks are men, for Bob is a woman-hater as well as a bachelor."

"What about Holland Smith?" I asked, for I knew Alla was too frightened to ask any more questions.

"Holland Smith," rumbled the octopus, grinding and gnashing his teeth, "Holland Smith has entered the fish business. He has a monopoly on the Connecticut River, the Atlantic Ocean, and the Gulf of Mex-

ico, and he is catching everything in sight. It was only last week that he ruined my cousin's home in the Atlantic. He caught the whole family, killed some of them and sent the rest to the Brook's Museum in Brattleboro."

I saw that it would not be wise to ask him any more questions, but I let him talk as much as he wished.

"Kenneth Hall has become a most successful engineer and is employed by the General Electric Company. But Kenny is not the only one that has made a success of life. Helen Welcome has an extremely large poultry farm and keeps the world's market supplied with eggs.

"You remember Mildred Wilbur, don't you? She has gone to Chicago where she has a wonderful millinery store. Also, she has just taken out a patent on a folding hat."

The octopus glided to the surface of the water for air, but told us when he came back that Mitter Austin had become a great poet and Margaret Danyew was his private secretary. We were some surprised at this news, for Mitter had never seemed especially poetic.

"Roger Chapman, the new addition to your class in 1924, is head engineer of the Radio Corporation of America. He always was a radio fan anyway, and was also a member of your wonderful Senior Chemistry class.

"Another member of that chemistry class was Mary Carey," said the octopus. "What do you think she is doing?"

Alla and I had both opened our mouths to ask what, when the octopus continued. "She has at last succeeded in her chosen vocation. She is in Paris, now, teaching the little French children some of the English that Mr. Francis taught her.

"Richard Chickering, your Chesterfield farmer and baseball player, has followed Babe Ruth, and is now making a name for himself with the Yankees.

"Oh yes, and Harriet Howe is making a whale of a success at improving complexions."

"I suppose we simply must keep the girls of 1924 back where they belong, and not let them grow old," smiled Alla.

"Speaking of beauty shops, Ida Thrower is now registering Holstein cattle with your local Holstein Association," said the octopus.

"Had you heard that John Miner is in a brokerage office on Wall Street in the 'big city,' and that Helen Bement and Beatrice Brown are together in life as in school? They have started a garage in Putney where they employ Maurice Monnette as their chief mechanic.

"Leo Morrisseau is in business, too, but not in the automobile business, by any means. You know Leo was employed at Wellman's Clothing Store, and was quite proficient, there? He has opened a clothing

business of his own, and runs it like a real Hart, Schaffner & Marx Store.

"Now," grumbled the octopus, "are you satisfied with what I have told you, or do you want to know some more?"

I came to my senses long enough to ask about Wayne Pomfrey, and Alla inquired what Dot Stauby was doing. The kind octopus informed us that Wayne had realized his ambitions, and was living happily as the head of an oriental home in China. He had the good fortune to be employed by an American construction company working in China.

The report of Dorothea Stauby didn't surprise us a bit for she always was fond of children. She, we were told, had charge of a large fresh air home for city youngsters.

The octopus, with a twinkle in his eye, winked at Alla, and said, "Now for you."

I chuckled under my breath and listened with the greatest interest.

"You shall be the librarian of the Brooks Free Library, and shall not only assist the class of 1934 to graduate, as you did the class of 1924, but you shall be of great help to the coming classes, and to Brattleboro at large."

Suddenly the octopus wrapped his snaky, coiling arms around the car and whirled us swiftly around and around in the water. Alla's face was as white as the pasty, greenish-white shells that could be seen far below us on the river bottom, while I clutched the steering wheel so tightly that I could feel it fairly bend. The long arms wrapped the car even more closely as the octopus stuck his cruel head close to mine. I shuddered inwardly, but looked at him as squarely as possible, considering the circles we were cutting, and showed him that I was not afraid to die. The octopus, however, instead of snatching me from the car, chuckled horribly and whirled us once more with such force that the car flew out of the water and landed on the road. Undoubtedly if Alla had not been so close to the floor, and if I had not been clutching the wheel so tightly, we would both have been thrown out of the car and crushed against the stone wall; but we were both safe; in fact we were not even wet and I was able to laugh lustily when Alla said, "Well, what do you know about that?" However, I was glad of the experience because the prophecy of 1924 had been foretold, and I also had made the acquaintance of a real, live, crawly, snaky octopus.

—JACK VANDERVEER.

Last Will and Testament of the Class of '24

WE, the undersigned, the class of 1924 of the Brattleboro High School, Brattleboro, Windham County, State of Vermont, in the United States of America, being, as

we fully believe and trust, in our right minds, and as WE are about to venture into the unknown world beyond, WE do give, bequeath, and devise of whatever nature to the following heirs:

To the Faculty, as a whole, we extend our sincerest apologies for all note writing, whispering, and other undue study hall disturbances, and we honestly hope that all classes in the future will show greater consideration for the unfortunate teacher in charge of a study period.

To the future classes of B. H. S., the greatest privilege of our High School career, that of having Miss Henshaw as a teacher and advisor.

To Miss Bagg, we give a Biology class which will show their appreciation of her enthusiasm and knowledge of the subject by studying hard.

To Miss Wallis and Mr. Francis, all the money that they wish to stock the English library.

To Mrs. Spooner, a new map of the Roman Empire to help locate the Latin Ponies that annually accompany Caesar to Gaul.

To Mr. Hatch, we give a Rolls Royce rather than a "Rolls-Rough."

To the class of 1925 we leave our dignity, studiousness, and all the enviable Senior privileges to be dealt with as they see fit.

To the "Punkerino Orchestra," we bequeath all stationery and engagements of the "Senior Serenaders."

To Lynn Hoadley and Harold Wagner, we give the gentle art of borrowing money for sandwiches, etc.

To Walter Hertzberg, the privilege of parking indefinitely in front of the Bushnell home.

To Vivian Hunter, a "shingle," where it ought to be used.

To William Williams of Williamsville, a scholarship to Williams College, in Williamstown, Mass.

To John Stewart, the delightful experience of repeating Algebra.

To Warren Bennett, one tube of "stacomb," to make him shine for the ladies.

To Irene Bartlett, we leave the duty of answering all questions that other poor students fail upon.

To Clark Maynard, we give ten doses of enthusiasm to be used in making next year's Debating Club successful.

To Clara Haskell, we hereby bestow by unanimous vote the title of "the prettiest girl in the Senior class."

To Mary Crane and Floyd Messenger, the joint privilege of keeping up the standards of the DIAL, and of making it bigger, better, and more popular.

To the class of 1926, about to enter upon a year of revelry, we bequeath the ability to maintain their Honor Roll standards.

To Francis Bartlett, we give a pair of bright, shiny, hair clippers.

(Continued on Page 51)

The Class of 1924

ARCHIE HURLBERT ADAMS—"Arch"

*"When thou dost act men think it not a play,
But all they see is real."*

"And lo' his name led all the rest"—not only in the class alphabet and in dramatics, but also in his ability to carry things through, even though difficulties and obstacles are heaped up before him. "Hence, therefore, consequently," he is one of the most famous of our class.

Silver B; Ivy Oration; "Dial" Board; Literary Editor, 4; School Notes Editor, 3; Reporter, 1, 2; Year Book Committee; Class Treasurer, 1; "She Stoops to Conquer," "Chimes of Normandy" Chorus, 4; "Grumpy," 3; "Mikado" Chorus, 2; "Twelfth Night," 2; "Maytime" Chorus, 1; "Merchant of Venice," 1; Freshman Party Cast, 4; French Club: President, 4; Vice-President, 3; Dramatic Club: Vice-President, 3; "B. H. S. Spotlight," 3; Usher, Commencement, 3; Church Chorus, 1, 2, 3, 4.



DONALD RUSSELL ALLEN—"Don"

*"Hang sorrow! care will kill a cat,
And therefore let's be merry!"*

Black hair and merry, snappy eyes. We wonder if these things are the real cause of your popularity, especially with West Brattleboroans. Grit is a good thing in a B. H. S. student—keep it always, Don.

Business Practice Club; Glee Club; Outing Club; "Chimes of Normandy" Chorus, Church Chorus, 2, 3, 4; Freshman Party Committee, 3; Drum Corps, 1, 2.



ERIC ALVIN ANDERSON—"Eke"

"On their own merits modest men are dumb."

The very fact that "Squeak" is our cashier shows that we trust him and consider him capable of great things. He doesn't believe in worrying and he is always ready for a good time.

Class Treasurer, 4; French Club; Usher, "She Stoops to Conquer," 4; Usher, Commencement, 3; "Maytime" Chorus, 1.

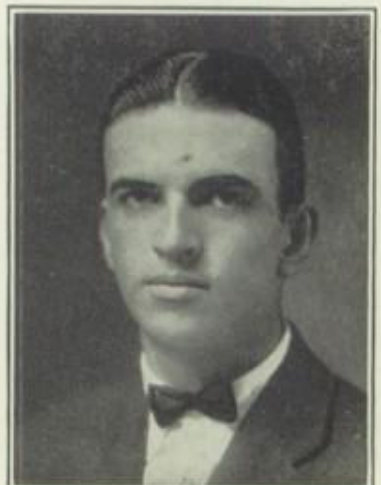


JOHN MAURICE AUSTIN—"Mitter"

*"With grave aspect he rose
His look drew audience and attention
Still as night."*

"Mitter" is our star first baseman who catches everything that comes his way. He has twice caught the class presidency and was the snappy captain of this year's baseball nine. He's an all 'round good fellow who enjoys a good laugh and has a smile for everyone.

President's Address; Class President, 1, 4; Athletic Editor of the "Dial," 3, 4; Year Book Committee; Football Manager, 4; Baseball, 2, 3, 4; Captain, 4; Track, 2; Business Practice Club; Senior Serenaders; Head Usher, "She Stoops to Conquer," 4; Marshal, 3; "Maytime" Chorus, 1; Orchestra, 1.



The Dial



JAMES FRANCIS BAKER—"Jimmie"

*"When there's a lady in the case
You know all the other things give place."*

Ask Jimmie if he enjoyed his Latin class, sometime, if you want to see his smile. As to his socks and jazz bow ties, we like 'em. As well as being popular with the ladies, he is successful in his school work, and we hope he'll be even more successful in the medical work that he is planning to do.

Football, 1; Basketball, 2, 3; Outing Club; "Maytime" Chorus, 1.



KARL ARTHUR BAKER—"Karl"

*"The man worth while,
Is the one who can smile,
When everything goes dead wrong."*

Karl is our most successful distance runner. Perhaps the wind that he develops in track accounts for his ability in bluffing. Clean sport and fair play go a long way towards helping win more important things than mile-runs, Karl, and with these things, we wish you all success.

Football, 4; Track, 3, 4; Outing Club; Usher, Commencement, 3; Merchant of Venice, 1.



HELEN MARGARET BEMENT—"Pab"

"Seems, madam! nay, it is; I know not seems."

Ask Helen about anything from umbrellas to boys, and she will tell you most decidedly what she thinks about it. We don't know as much about Helen as does last year's class, but what we do know we like.

"Chimes of Normandy" Chorus, 4; "Joan of Arc" Chorus, 1.



ROBERT LEE BILLINGS—"Bob"

"A schoolboy's tale, the wonder of an hour!"

Did you ever hear anyone more ready to tell of his adventures than Bob? True, he seldom tells much in class but what he does tell is sure to be right to the point, perhaps not the point in question, but some point, anyway. When he works, as he does in ski-jumping, he succeeds and gets a good time out of it, too.

Outing Club; Radio Club; Parallel Bar, 4; Calisthenics Leader, 1, 2; "Twelfth Night," 2; Freshman Party Cast, 2.

MARY ESTHER BOWEN—"Bill"

*"We meet thee like a pleasant thought,
When such are wanted."*

Esther is something of a philosopher with a dry humour and a friendly smile. She hopes to be a teacher some day, and we can tell from her disposition that she will never wield the ruler.



BEATRICE LENNA BROWN—"Bea"

*"She has two eyes, so soft and brown,
Take care!
She gives a side glance and looks down,
Beware!"*

Beatrice is blessed with a front seat, but it is surely not because she "cuts up" or causes undue disturbance. As an amiable, happy, quiet, and efficient person, we have found her a pleasant classmate.

"Maytime" Chorus, 1.



WINIFRED KNEELAND CAIN—"Winnie"

*"A creature not too bright or good
For human nature's daily food."*

When we say, "Winnie, will you help with this," she will always agree. Her willingness to help, no matter what "this" is, has won her many friends. As circumstantial evidence of her working capacity, notice her buzzing and flying around in the Main Room.

Joke Editor of the "Dial," 4; Year Book Committee; Assistant Manager, Girls' Basketball; French Club; Dramatic Club; Secretary, 4; Debating Club; Glee Club; "Chimes of Normandy" Chorus, 4; "Mikado" Chorus, 2; Costume Committee, "She Stoops to Conquer," 4; Usher, "She Stoops to Conquer," 4; "Twelfth Night," 2; "Merchant of Venice," 1; "B. H. S. Spotlight," 3; Church Chorus, 2, 3; Assistant to Miss Bagg in Biology, 2; Double Quartet, Class Day.



MARY ELEANOR CAREY—"Mary"

*"Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die—"*

—and listen to Mary. How she can talk! If she lectures to her future pupils as she has lectured to us, she is sure of having a good "attendance" around her.

Senior Frolic Committee; French Club; Usher, "She Stoops to Conquer," 4; "Maytime" Chorus, 1; Secretary to Mrs. Spooner, 3, 4.



The Dial

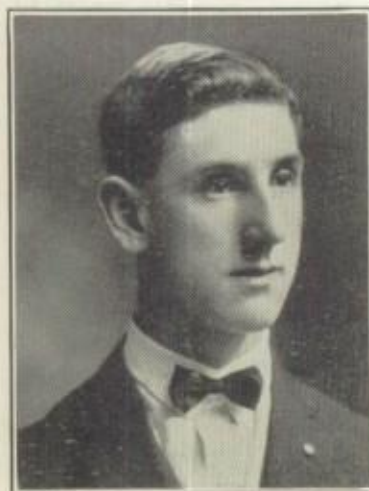


ROY WHITNEY CARPENTER—"ROY"

*"To get thine ends, lay bashfulness aside:
Who fears to ask, doth teach to be deny'd."*

Putney sends us Roy, who in turn is a very conscientious worker for B. H. S. Although he is not an active athlete, we know that he cares for all our activities, and is a loyal student. He also enjoys studying birds during Virgil Class.

Year Book Committee; French Club; Dramatic Club; "Twelfth Night," 2; Assistant to Miss Bagg in Chemistry Laboratory, 4.



ROGER CRAIG CHAPMAN—"Chappy"

*"And though an arm should conquer twenty worlds,
Here's a lean fellow that beats all conquerors."*

Radio shark! That's Roger. A very forceful baseball player, supporting the team royally. In the one year that he has been with us, we have found that Roger is very familiar with present day problems in the U. S.

Baseball, 4.



RICHARD GOODELL CHICKERING—"Chick"

"Let it be virtuous, to be obstinate."

"Straight as an arrow," that's the way Chick plays ball. We are fortunate in having a staunch New Englander with us, and we surmise that he will turn to agriculture for his future work.

Baseball, 4; Outing Club.



OLGA VIVIAN CLARK—"Ooggie"

*"Her voice changed like a bird's:
There grew more of the music and less of the words."*

Olga is truly musically bent, and her songs are the joy of all who listen. She was one of the founders of the Glee Club and has helped to make it a success. And—we understand that Olga is very fond of EARLY automobile riding.

Glee Club; "Chimes of Normandy" Cast, 4; "Mikado" Chorus, 2; "Maytime" Chorus, 1; Usher, "She Stoops to Conquer," 4; Church Chorus, 1, 2, 3, 4; Girl's Conference, 3; Double Quartet, Class Day.

MARGARET FRANCES COWLES—"Peg"

*"Where'er we roam, whatever lands we see,
Our hearts, untravelled, fondly turn to thee."*

Pep? Good time? Turn to Peg! In the two years that she has been here, entering from Vermont Academy, Peg has truly helped us out, and has been popular with all of us.

Class History for Senior year; Year Book Committee; Class Picnic Committee; "She Stoops to Conquer," 4; "Chimes of Normandy" Chorus, 4; Dramatic Club; Glee Club; Freshman Party Cast, 4; Church Chorus, 3, 4; Junior Prom Committee, 3; Double Quartet, Class Day.



CHARLES RICE CROSBY—"Charles"

*"If it were done when 'tis done, then 'twere well
It were done quickly."*

Can anyone ever hope to fill Charles' place? Indeed not! He's a jolly good friend, and has been in on everything that has ever happened in B. H. S. since 1920.

Class History for Sophomore Year; Executive Committee of S. A. S., 3; Student Council, 2, 4; President, 4; "Dial" Board: Advertising Manager, 4; Circulation Manager, 3; Year Book Committee; Executive Committee, "She Stoops to Conquer," 4; "Mikado" Chorus, 2; "Twelfth Night," 2; "Merchant of Venice," 1; Debating Team, 4; French Club; Dramatic Club: Treasurer, 3; Custodian, 4; Debating Club: Executive Committee, 4; Radio Club; Outing Club; Freshman Party: Chorus, 2; Cast, 3; Cast and Producer, 4; Sophomore-Senior Party Committee, 2; Junior Prom Committee, 3; Usher, Commencement, 3; "B. H. S. Spotlight," 3; Church Chorus, 1, 2.



SUSAN CURRY—"Sue"

*"O grant me, heaven, a middle state
Neither too humble nor too great;
More than enough for nature's ends
With something left to treat my friends."*

Sue is one of our lively classmates, and believes in being frank, at least when it comes to arguing! We surely do wish her success in the commercial world.

Business Practice Club: Vice-President, 4; Secretary to Miss Whittemore, 4; "May-time" Chorus, 1.



GEORGE DALEY—"Gawdge"

*"Behold the child, by Nature's kindly law
Pleased with a rattle, tickled with a straw."*

George has a big sense of humour, and a wonderful disposition. He can be mighty sweet, as when he brings in sandwiches and coffee for Hertha's dates!

Football, 1, 2, 3, 4; Basketball, 1, 2; Usher, "She Stoops to Conquer," 4; Freshman Party Cast, 1, 4; Usher, Commencement, 2, 3; Radio Club.



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HELEN HERTHA DALEY—"Daley"

*"A daughter of the gods, demurely fair
And most divinely tall."*

A most agreeable pal is Hertha. She is always ready for the work in hand, as well as for a good time.

*Junior Prom Committee, 3; Football Banquet Committee, 3; Freshman Party, 2;
"Mikado" Chorus, 2; Calisthenics Leader, 3; Double Quartet, Class Day.*

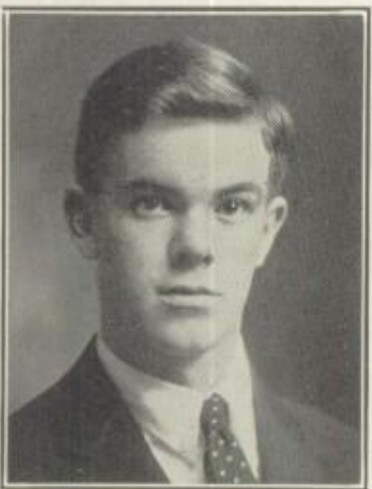


MARGARET JOAN DANYEW—"Marge"

*"Age cannot wither her, nor custom stale
Her infinite variety."*

Tall, slender, and a dignified senior, Margaret is one of our champion typists. She is a happy girl, a glad chum to all who know her well.

Class History for Freshman year; Secretary of S. A. S., 4; Business Practice Club: Secretary, 4; Secretary to Miss Henshaw and Mr. Hatch, 4; "Maytime" Chorus, 1.



WESLEY JUNIOR DOYLE—"Red"

"Keep cool, and you command everything."

This might easily be Wesley's motto, for he seems to be a very cool, level-headed person in spite of his hair. He is one of our West Brattleboro "bus" friends and is also quite a baseball fan.



GUY ORVILLE DUNKLEE—"Dunk"

*"I will believe thou hast a mind that suits
With this, thy fair and outward character."*

We will say that if "Gus" continues to give as much attention to his future work as he does to his shoes and patent leather hair, he ought to be happy.

Senior Frolic Committee; Class Secretary, 4; Athletic Council, 4; Baseball Manager, 4; Business Practice Club; "Mikado" Chorus, 2; Freshman Party Chorus, 2; "Maytime" Chorus, 1; Usher, "She Stoops to Conquer," 4; Junior Prom Committee, 3.

ANNA WHEELER EDDY—"Anna"

*"Kindness by secret sympathy is but tied,
For noble souls in nature are allied."*

If you have never discovered how interesting and "deep" Anna is, you have missed a great deal. Don't be afraid of her retiring manner. Start talking with her and see what happens!

French Club; "Maytime" Chorus, 1.



ROBERT LAUGHTON EDDY—"Bob"

"Toil of science swells the wealth of art."

Here is one of our scientists who delights in the wonders of chemistry. He is fond of good times and enjoys a joke. We are undecided as to whether he would make a better chemist, farmer, or math teacher, but he will surely make a success of whatever he tackles.

French Club.



ADA VIOLA FELCH—"Ader"

*"You know I say just what I think
And nothing more nor less."*

Ada is surely one of the leaders of our class. She is admired for her never-failing willingness, dependability, and executive power, and makes a success of everything she attempts.

Silver B; Vice-President of Student Council, 4; Class Secretary, 2; Assistant Class Treasurer, 4; Science Editor of the "Dial," 4; Year Book Committee; Executive Committee, "She Stoops to Conquer," 4; Property Committee, "Grumpy," 3; "Mikado" Chorus, 2; "Maytime" Chorus, 1; Costume Committee, "Twelfth Night," 2; "Merchant of Venice," 1; Girl's Basketball Manager, 4; French Club; Dramatic Club: President, 4; Orchestra, 2, 3, 4; Freshman Party Committee, 4; Secretary to Miss Bagg, 4; "B. H. S. Spotlight," 3; Church Chorus, 2.



ALLA ELIZABETH FITZGERALD—"Allabug"

*"But thou dost make the very night itself
Brighter than the day."*

Alla represents the spirit of our class. She is efficient, dependable, persevering, and generous. Her friendly manner and untiring efforts in promoting B. H. S. activities endear her to us all.

Silver B; Class Prophecy; S. A. S.: Vice-President, 4; Executive Committee, 3, 4; Student Council, 3, 4; Assistant Editor of the "Dial," 4; Year Book Committee; Assistant Class Treasurer, 1; "She Stoops to Conquer," 4; "Mikado" Chorus, 2; "Twelfth Night," 2; "Maytime," Chorus, 1; "Merchant of Venice," 1; French Club: Vice-President, 4; Dramatic Club; Orchestra, 2, 3, 4; Kiwanis Club Quartet, 4; Freshman Party: Cast, 2; Committee, 3, 4; Librarian, French Department, 4; "B. H. S. Spotlight," 3; Church Chorus, 2; Calisthenics Leader, 2; Double Quartet, Class Day.



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MARGARET EDITH FRENCH—"Peggy"

*"She walks in beauty like the night
Of cloudless climes in starry skies."*

Her calm manner and gentle ways combined with efficiency give her a charm we shall not forget. She is one of the tallest girls in our class and stretches above us in scholarship as well.

Class Essay; French Club; Business Practice Club; "B. H. S. Spotlight," 3; Secretary to Miss Jette, Mr. Ekstrom, and Miss Wheeler, 4; "Maytime" Chorus, 1; Silver B.



CATHERINE AVIS GALLUP—"Bob"

*"It is the first time that ever I heard breaking
Of ribs was sport for women."*

Catherine is very determined and works hard for what she wants. She is fond of outdoor life and is a good sport. "Gallup" also has the reputation of receiving a greater number of bumps than anyone else on the basketball team.

Basketball, 2, 3, 4; Track, 2; Calisthenics, 4; Business Practice Club; Secretary to Miss Forbes, 4; "Maytime" Chorus, 1.



VIRGIE LEONE GOODNOW—"Virgie"

"Slowly provoked she easily forgives."

Virgie's always unruffled, friendly nature has been of great value in the office, while her companionable nature has brought her friends.

French Club; Business Practice Club; Secretary to Miss Wheeler and Mr. Stevens, 4; Lunch Counter Assistant, 4; "Maytime" Chorus, 1.



ELIZABETH FRANCES GRADY—"Betty"

*"There is certainly no beauty on earth
Which exceeds the natural loveliness of woman."*

Elizabeth carries capability, happiness, quietness, and a certain bit of winsomeness with her wherever she goes. We are sure that her future employer will be entirely satisfied with her.

Business Practice Club; Secretary to Mr. Smith, 4; "B. H. S. Spotlight," 3.

LESLIE LYSANDER HADLOCK—"Red"

*"Come what may
Time and the hour run through the roughest day."*

Leslie, who is always ready for a good time, is a happy-go-lucky member of our class. He is one of our baseball champions, too, and might easily be an efficient "shortstop" because of his easily seen and recognized head.

Baseball, 2, 4; Outing Club; Calisthenics Leader, 1.



KENNETH LEROY HALL—"Peneuchie"

*"I know
The past and thence I will essay to glean
A warning for the future, so that man
May profit by his error, and derive
Experience from his folly."*

"Ken" often helps to divert the studious soul from the harmful and undue reverence of knowledge. He is on hand to loan his voice for cheering and is also a great help in baseball.

Baseball, 4, Radio Club.



RUTH LUCINDA HALL—"Laddie"

*"A face with gladness overspread
Soft smiles by human kindness bred."*

We will not soon forget "Laddie" for she is the truest of friends with a sweet and sunny disposition. Ruth is one of our "willing" class members, always ready to help and always good-natured in whatever she does.

French Club; Outing Club; Usher, "She Stoops to Conquer," 4; "Maytime" Chorus, 1; Calisthenics Leader, 1.



HARRIET MARIE HOWE—"Harry"

*"And the dancing has begun now,
And the dancers whirl round gaily
In the waltz's giddy mazes,
And the ground beneath them trembles."*

Harriet is fond of a dance and a good time. She possesses unusual enthusiasm in sports and has done much fine work for the girls' basketball team.

Business Practice Club; Basketball, 4; Calisthenics Leader, 2, 4; Secretary to Miss Jackson and Mr. Wells, 4; "Maytime" Chorus, 1.



The Dial

FREDERICK HAWLEY KNIGHT—"Freddie"

*"The enquiring spirit will not be controll'd,
We would make certain all, and all behold."*

Well—Freddie's curiosity bump may lead him into doing great things in the chemistry field, or into trouble, but it is destined that he will be a capable and efficient man who will do great things somewhere.

Silver B; Class History for Junior year; "She Stoops to Conquer," 4; "Grumpy," 3; "Mikado" Chorus, 2; "Twelfth Night," 2; "Maytime" Chorus, 1; "Merchant of Venice," 1; French Club; Dramatic Club; Debating Club; Radio Club; Outing Club; Orchestra, 3, 4; Band, 3, 4; Tennis, 3, 4; Track, 3; Business Committee, "She Stoops to Conquer," 4; Freshman Party Cast, 4; Senior Serenaders, 4; Church Chorus, 3.



RUTH SUSAN KNOWLTON—"Ruthie"

*"Her lovely looks a sprightly mind disclose
Quick as her eyes and as unfixed as those."*

We all love Ruth for her charming manner and fascinating personality, and we greatly appreciate her musical talent. She is one of the cleverest and wittiest girls of '24.

"Dial" Board: Exchange Editor, 3; Joke Editor, 4; Year Book Committee; French Club; Dramatic Club; Glee Club; Orchestra, 3; Freshman Party Cast, 4; Sophomore-Senior Party Committee, 2; Junior Prom Committee, 3; Class Picnic Committee; Usher, "She Stoops to Conquer," 4; "Mikado" Chorus, 2; "Twelfth Night," 2; "Merchant of Venice," 1; "B. H. S. Spotlight," 3; Lunch Counter Assistant, 3; Church Chorus, 1, 2, 3; Double Quartet, Class Day.



HOWARD LANE—"Doc"

*"A man he seems of cheerful yesterdays
And confident tomorrows."*

Have you ever seen Doc go over the ski-jump? Have you ever heard him yell at the football games? "Have you got it? All ready—one-two-three-rah-rah!"

French Club: Treasurer, 3; Dramatic Club; Outing Club: Executive Committee, 4; Cheer Leader, 4; Freshman Party Cast, 4; Usher, Commencement, 3; "Merchant of Venice," 1.



HARRIETTE ELIZABETH LEONARD—"Harrie"

"Joyous and eager; she is in for everything."

Did you ever know Harriette to refuse to be obliging? No, you never did, for she is a girl who does things for others. She's a mighty good sport, too, not only in athletics, but in everyday life.

Basketball, 3, 4; Captain, 4; Athletic Council, 4; "Chimes of Normandy" Chorus, 4; "Mikado" Chorus, 2; Glee Club: President, 4; Usher, "She Stoops to Conquer," 4; Church Chorus, 1, 2, 3, 4; Calisthenics Leader, 2; Double Quartet, Class Day.

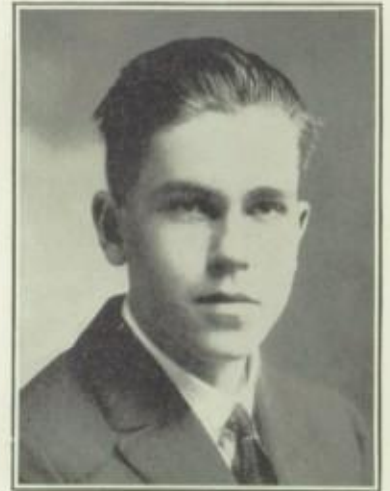


JOHN MINER—"John"

*"When a man's listening he isn't telling on himself,
And he's flattering the fellow who is."*

If B. H. S. had a Silent Club, John would undoubtedly be elected president. John is an industrious student, and one who is willing to sacrifice a lot to attain an education. Do you know what time he arises, and his early trip to school in the morning? He has a record that few can surpass.

Business Practice Club.



MODISTE MAURICE MONETTE—"Rooney"

"For he's a jolly good fellow."

"Rooney" is quite fond of the tango steps, and makes all sit up and take notice at the high school dances. Although entering our class in the Junior year, he quickly made himself known in high school circles.



LEO JAMES MORRISSEAU—"Fancy"

"A man of vigour, ability, and resolution."

Leo's name should have been "Efficiency," or "Effy" for short. Prove it? Of course we can. Did you ever see him study? Why, nothing could distract his attention. Yes, he is a model study hall senior!

Radio Club: Secretary, 3; "Twelfth Night," 2; Orchestra, 1.



ELIZABETH RAE NICHOLS—"Lib"

"An innate quiet dignity, alike removed from boldness and from fear."

Often we have heard her voice soaring above ours in the chorus, and we know that she plays the piano. Musical—that's "Lib!"

Senior Frolic Committee; Assistant Class Treasurer, 2; French Club; Glee Club; "Chimes of Normandy" Chorus, 4; "Maytime" Chorus, 1; Church Chorus, 3, 4; Double Quartet, Class Day.



The Dial



ALICE GERTRUDE O'BRIEN—"AI"

"A good face is a silent recommendation."

Lively, an up-and-doing sort of person, Alice usually gets what she goes after. Virtue in studying may be its own reward, but Alice has found that Honor Roll marks are also gratifying.

French Club; Business Practice Club; Secretary to Miss Craig, 4; "B. H. S. Spotlight," 3.



JOSEPHINE IRENE O'CONNOR—"Joe"

"A loyal spirit fills that little frame."

Josephine may be small in stature, but not in mind. Her ambitions have always been lofty, and she is sure to attain a high standing in her future work. Josephine has also proved herself successful in her studies by being on the Honor Roll.

Business Practice Club; Secretary to Miss Jette; "Merchant of Venice," 1.



GRACE JOSEPHINE PIERSON—"Ted"

*"Quiet, persistent, plain work can't be imitated
Or replaced by anything else."*

As an efficient stenographer and commercial student, Grace cannot be surpassed. She has taken her share of awards in typewriting, and received prizes that anyone should be proud of. Dignified, affable, and quite charming, we have enjoyed her very much.

School Notes Editor of the "Dial," 4; Year Book Committee; Business Practice Club; Secretary to Miss Bagg, 4; "B. H. S. Spotlight," 3; "Maytime" Chorus, 1.



WAYNE EZRA POMFREY—"Pompie"

"I love to be different."

Wayne is the agreeable chap with the wavy hair. He took part in our school play and was one of the founders of the Glee Club. He has not taken part in many other school activities, but we know that he has lots of school spirit, nevertheless.

"She Stoops to Conquer," 4; "Chimes of Normandy" Chorus, 4; "Mikado" Chorus, 2; Dramatic Club; Glee Club; Usher, Commencement, 3; Church Chorus, 4.

GLENNA MARGUERITE PRINCE—"Prince"

*"She has an earnest intellect, a perfect thirst of mind,
A heart by elevated thoughts and poetry refined."*

Glenna is the writer of the class. Great talent has been revealed through her prose and verse contributions to the *Dial*, for Glenna has a style different from any studied in a Senior English class. We wish that we had such inspirations, and could carry them out as she can and does.

Class Poem; History Editor of the "Dial" 4; Dramatic Club; Debating Club; Glee Club; "B. H. S. Spotlight," 3.



HERMON FREDERICK ROBB—"Mud"

"Impregnable as Gibraltar."

"Mud—we wonder where he got his name—maybe from actual contact with the above mentioned, in his football contests. And,—oh yes, we understand that he has taken at least one lesson on the trombone, and favors ice cream cones on the Fourth of July.

Football, 1, 2, 3, 4; Baseball, 4; Track, 4.



JOHN ALONZO RUSSELL—"John"

"He was a man of honor, of noble and generous nature."

A courteous manner, an unusual ability for doing things, a four-year Super-Honor Roll student, dependable and willing to help. Here's to John,—the person with the most initiative in '24.

Silver B; Class Oration; Class President, 2; Editor-in-chief of the "Dial," 4; Literary Editor, 3; Year Book Committee; Stage Setting Committee, "She Stoops to Conquer," 4; "Grumpy," 3; "Mikado" Chorus, 2; "Twelfth Night," 2; "Maytime" Chorus, 1; "Merchant of Venice," 1; French Club; Dramatic Club: Custodian, 3; Orchestra, 1, 2, 3, 4; Freshman Party Accompanist, 4; Kiwanis Club Quartet, 4; Senior Serenaders, 4; "B. H. S. Spotlight," 3; Pianist for Calisthenics, 2, 3, 4.



ROBERT VIVIAN SIMONDS—"Bob"

*"My deeds, and speeches, sir,
Are lines drawn from one centre; what I promise to do, I'll do."*

That's Bob all over. We can not say too much in praise of his faithful work in school activities. Tactful and courteous, Bob is the gallant of our class.

President S. A. S., 4; Student Council, 1, 4; Class Treasurer, 2; "Dial" Board: Business Manager, 4; Advertising Manager, 3; Year Book Committee; Treasurer of Executive Committee, "She Stoops to Conquer," 4; "Grumpy," 3; "Twelfth Night," 2; "Merchant of Venice," 1; Tennis, 4; Debating Team, 4; Dramatic Club; Debating Club: Sergeant-at-Arms, 4; Radio Club; Outing Club; Orchestra, 2, 3, 4; Band, 3, 4; Boys' Conference, 4; Class Picnic Committee; Producer, Freshman Party, 4; Junior Prom Committee, 3; Manager, Senior Serenaders.



The Dial

HOLLAND LINCOLN SMITH—"Smitty"

"Happy art thou, as if every day thou hadst picked up a horseshoe."

Holland "hits the line hard." He is one of the most popular, all around fellows in school. "Smitty" and his 'cello are constant companions; both help to give us lively times at school dances.

Chairman Senior Frolic; Athletic Council, 4; Student Council, 3; "Dial" Board: Athletic Editor, 4; Exchange Editor, 3; Year Book Committee; "She Stoops to Conquer," 4; "Chimes of Normandy" Chorus, 4; "Grumpy," 3; "Mikado" Chorus, 2; "Twelfth Night," 2; "Maytime" Chorus, 1; "Merchant of Venice," 1; French Club; Dramatic Club: Treasurer, 4; Debating Club: Executive Committee, 4; Outing Club; Tennis, 3, 4; Captain, 4; Basketball Manager, 4; Track, 2, 3, 4; Parallel Bar, 4; Calisthenics Leader, 1; Publicity Committee, "She Stoops to Conquer," 4; Freshman Party Cast, 4; Senior Serenaders, 4; Kiwanis Club Quartet, 4; "B. H. S. Spotlight," 3.



DOROTHA PAULINE STAUTY—"Dot"

*"What thou art we know not;
What is most like thee?"*

Dorotha must think that silence is golden during school hours, but have you ever heard her yell at a baseball game? She always makes more noise than anyone else, and cannot speak out loud for hours afterwards.



MARION EFFIE STAUTY—"M"

"Teach me half the gladness that thy brain must know."

Marion is one of our scholars, and she has the distinction of being the youngest pupil in the class. Have you ever noticed her shy, winning smile? It is a big asset and will undoubtedly help her in life.



LYLE HOWARD STODDARD—"Gumshoes, Jr."

*"I can't remember what I said—
'Twas nothing worth a song or story."*

Will we ever forget what a wonderful Sir Toby he made? We have watched Lyle grow for several years, and we firmly believe, that if he keeps on, he will be the tallest man in the U. S.

Dramatic Club; Debating Club; Radio Club; "Twelfth Night," 2.



LORRAINE MATHILDA STROUSE—"Lorry"

*"A manly form at her side she saw,
And joy was duty and love was law."*

Because of her attractiveness and because of her personality, Lorraine has already had many "manly forms" at her side. She is an active member of our class, and prominent in school affairs.

Vice-President of Class, 2, 4; Student Council, 1; Junior Prom Committee, 3; Sophomore-Senior Committee, 2.



KATHLEEN VERONICA SULLIVAN—"Kitty"

*"True conscious honor is to feel no sin;
She's armed without that's innocence within!"*

We shall always remember Kathleen for her constancy, for her cheerfulness and for her lack of forwardness. She makes the most of her opportunities, too. What more could be said about anyone?

Track, 2; "Maytime" Chorus, 1.



RUBY ELOISE THAYER—"Ruby"

*"Amiable people radiate so much of mental sunshine
That they are reflected in all appreciative hearts."*

Ruby is certainly one of the most amiable and cheerful members of the class of '24. We all wish her success in whatever she does next year.

Business Practice Club; Secretary to Miss Wallis, 4; "Maytime" Chorus, 2; "Joan of Arc" Chorus, 1; Lunch Counter Assistant.



IDA MAY THROWER—"Sunshine"

*"He's a fool, who thinks by force, or skill,
To turn the current of a woman's will."*

Ida has some talents which she has kept hidden. We have just discovered that she plays the piano, sings, and works in the telephone exchange. We wish she had demonstrated herself earlier so that we might have known her better.

Secretary to Miss Jackson, 4; "Maytime" Chorus, 1.



The Dial



JOHN DERBY VANDERVEER—"Jack"

*"Whate'er he did was done with so much ease,
In him alone 'twas natural to please."*

"Vandy" is one of our favorites, we find him engaged in almost everything, track included. Not the regular "Jack of all trades," but good at everything. He's just the life of the class—when it comes to cleverness, he certainly has it!

Senior Frolic Committee; Class Prophecy; Treasurer of S. A. S., 4; Athletic Council, 4; "Grumpy," 3; Football, 3, 4; Track, 3, 4; Captain, 4; Parallel Bar, 4; Calisthenics Leader, 4; Dramatic Club; Radio Club: President, 3; Band, 4; Marshal, 3; Freshman Party Cast, 3; Senior Serenaders, 4.



MADELINE MARY WEAVER—"Pussy"

*"Around her shone
The light of love, the purity of grace,
The mind, with music breathing from her face;
The heart whose softness harmonized the whole;
And oh! that eye itself was a soul!"*

How can we say how much we like Madeline? She has unusual talent and truly, she is very attractive:

Ivy Ode; Vice-President of Class, 3; Literary Editor of the "Dial," 4; Year Book Committee; French Club; Dramatic Club; Reading Committee, "She Stoops to Conquer," 4; "B. H. S. Spotlight," 3; "Maytime" Chorus, 1; "Merchant of Venice," 1.



HELEN STODDARD WELCOME—"Bobbie"

*"Silence in woman, is like speech in man;
Deny't who can!"*

Speed at typewriting—how Helen can make those keys hum. She always concentrates while working, and that may be one great reason for her success. As for her smile—watch it some time, and see if you don't find it fascinating, too.

Business Practice Club; Secretary to Miss Grant, 4; "Maytime" Chorus, 1.



MILDRED ANNA WILBUR—"Peggy"

*"True as the needle to the pole;
Or as the dial to the sun."*

Mildred has worked in Mann's store every day since she has been in high school. One doesn't do that sort of thing if one hasn't a lot of grit and all those things which are expressed in the modern word, "stick-to-itiveness."

Secretary to Mr. Francis, 4; "Mikado" Chorus, 2.



"Doc" - 93 feet

1924



"Altogether fitting and proper"

SNAPS



"Music hath charms"



"Vandy"



Chemistry prize winners



The Chief



"ME" Bagg's restorative



"Bob" - S.A.S.



Leap-year!



Middlebury delegation



"Harry"



O-so-hd-p-py



When we were young!



"Listen, my children!"
O.K. 24.2.24.



"Smitty"



Dials



The afternoon before!



Evolution of a smile



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*On leave of absence.



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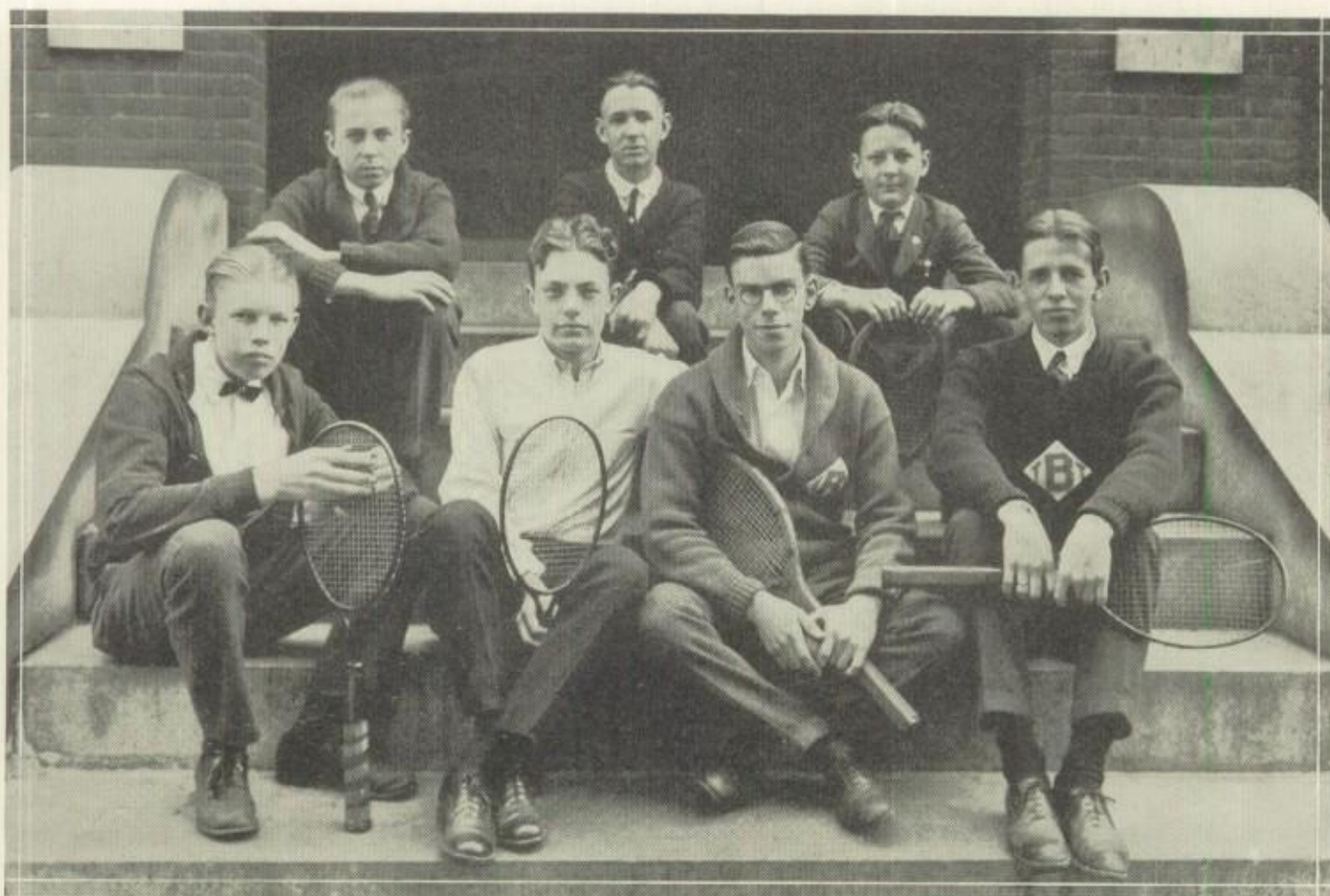


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Manager, Maurice Austin
Captain, John Stewart

Hilding Anderson
 Oscar Anderson
 Warren Bennett
 Clifford Briggs
 Gray Coane
 Rene Columbus
 George Daley
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Thomas Owl

Clessent Roberts

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Harold Wagner



THE SENIOR SERENADERS

Class Will

(Continued from page 12)

To Marion Rice, WE, the founders of the Dramatic Club, bequeath the best year ever for the club and its activities.

To Harold March, two extra pads to draw pictures upon in Miss Henshaw's math classes.

To Franklin Sears, five tablets, guaranteed to help make an orator's voice louder, and to give him self-possession.

To Catherine Ferriter, the title she has earned by faithful work in the past, "A Flapper."

To the class of 1927, WE give, devise, and bequeath the right to be upperclassmen and to duck the new "freshies," in Wells' Fountain at the last band concert of the season.

To Mary Stolte, several new ideas for even more foolish questions.

To Norman Goss, a purple umbrella to match his raincoat and hat.

To Robert Culver, the right to become president of the Student Council, when he becomes of age,—that is when he becomes a Senior.

To George Danyew we bequeath a real managership, in place of being just a mascot.

To Miriam Fitts, one more year of a perfect Super-Honor Roll record.

Lastly, according to the established custom of our forbears, WE give, devise, and bequeath our class colors, blue and gray, the class flower, Larkspur, and our motto, "He conquers who conquers himself," to the incoming class of 1928.

WE nominate and appoint Mary Amato and Victor Manley executors of this, our Last Will and Testament.

Witness OUR hand and seal this twenty-eighth day of May, A. D. 1924.

CLASS OF 1924.

Signed, sealed, published, and declared by the said Senior Class as its Last Will and Testament in the presence of us, who in the presence of each other, at its request, have subscribed our names hereto.

CHARLES CROSBY
RUTH KNOWLTON
HERMON ROBB
LESLIE HADLOCK

The Sun-Dial engraving used on the cover of this issue was kindly loaned by the A. B. Dick Co., makers of the Mimeograph, Chicago, Ill.

Little words of wisdom,
Little words of bluff,
Make the teachers tell us
"Sit down, that's enough."

"Don't you think that Uncle Tom's Cabin was exaggerated?"

"No, it was a very small one. Only about ten by twelve!"

"Give me my vanity case. I know you have it for I can see it right on your face!"

I just know you would *love* to take me up and treat me at the lunch counter!!!?

Dumb: "I wonder what so and so is going to wear to the masquerade."

Bell: "Oh, nothing much."

Dumb: "How so?"

Bell: "She said she'd be there with bells on!"

The Dial

JUNE, 1924

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Brattleboro High School

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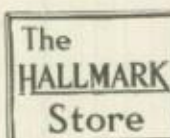
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